2020 Annual Report

Weethalle Public School

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Introduction

The Annual Report for 2020 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 vision

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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)
All staff have been effectively able to use Google Classrooms, Microsoft Teams and ZOOM tools to successfully communicate in an online learning environment. The use of Google Classrooms and Microsoft has lead to great collaboration amongst staff and students. The work of both students and staff are more accessible for peer to peer sharing which leads to open communication and feedback around samples of work, teaching programs and lesson activities.	Upgrade peripheral devices ($1500) Professional Learning on the use of Microsoft Teams, ZOOM and Google Classrooms.

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

Evaluation	Funds Expended (Resources)
All staff have effectively engaged students through the use of online learning tools. These tools have developed collaborative and creative thinking as well as providing students with creative ways to problem solve.	Google Classrooms. Web 2.0 Tools (Kahoot, Tinkercad, menti) Minecraft.

Next Steps

With the quick timeframe in which staff were forced to adapt to an online learning environment, the full suite of resources and capabilities of applications such as Google Classrooms and Microsoft Teams has not been fully explored. Moving forward we will continue to refine and enhance our use of these systems to ensure their effective and time efficient use is achieved by all staff. It will be encouraged that staff utilize Microsoft teams when planning and collaborating with staff, whilst using Google Classrooms to plan and collaborate with students.

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)
With the support of the Rural Experience Program, staff were able to receive additional release time to review student data, and teaching programs collaborative from k-6. Using this data supported by ongoing weekly professional learning using CESE's What works best, learning modules staff were able to develop an understanding of the support that they required to improve their practice against the modules to maximise student learning in the classroom. Staff began to align their PDP goals with the modules and staffroom discussions were enhanced with improved understandings around the 8 areas of quality teaching. Staff then used this improved knowledge throughout term 4 in reviewing practice against the School Excellence Framework in completing our situational analysis for the 2021-2024 School Improvement Plan.	Additional Release time

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

Evaluation	Funds Expended (Resources)
The review of whole school structures was largely disrupted in 2020 due to the Covid 19 pandemic. New structures and ways of working had to be developed at a rapid pace to assist online learning. We continued to review our communication systems to enhance communication with parents due to their limited access to the school. For this reason our focus was largely shifted to how we communicate and continue to engage with our community at a distance. We were fortunate to be provided with new systems, such as the Check in assessments and other resources from the department, which will be used to support our new School Improvement Plan.	

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)

Progress towards achieving improvement measures	
Online learning tools have given staff the opportunity to set learning tasks and assessment task that self grade and track student data. Staff have found it beneficial to design tasks that have embedded checking mechanisms that save student progress and achievement data. With additional release time staff have collaboratively reviewed and monitored student progress to determine personalised learning goals for students, with regular feedback to parents around student progress. This has lead to learning difficulties being exposed and with the support of the school councillor, parents and staff have been able to collaboratively work towards interventions to support individualised learning programs. We have begun to introduce the Renaissance Reading program that allows students to monitor their own reading progress and set goals for reading success with individual targets being developed by the program, based on student response to comprehension questions from books they are able to choose themselves based on interest and enjoyment. Continued motivation and support from both staff and parents is required moving forward to make this program more successful in the future.	Renaissance Reading ($1 500 annual subscription)

Next Steps

Quality teaching and data driven practice will still continue to be a focus in the 2021-2024 School Improvement Program. With the school systems in 2021 no longer being impacted by Covid restrictions, partnerships with parents will be encouraged so that regular feedback and 3 way goal setting can support individuated learning programs for all students. We will continue to review our systems to ensure data is used to inform our decision making in target professional learning of all staff, and when catering for individual learning needs of 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)
Our enhanced communication with parents throughout the working from home phase continued through-out the year giving staff and parents a shared understanding of the learning needs of each individual child. Our commitment to unpack and understand what maybe disrupting student learning and provide students with support to meet their needs was valued, and survey data indicated that both parents and students felt that they were known, valued and cared for. With students reporting a positive sense of wellbeing on daily check ins and check outs as well as on the Tell Them from Me surveys.	

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

Evaluation	Funds Expended (Resources)
During the working from home phase we worked with families over ZOOM. On return to school despite having the ability to converse face to face through ZOOM, all parents choose direct messaging through Class Dojo or phone contact as their preferred communication method. This included conducting our half yearly parent interviews over the phone instead of face to face. All parents and staff effectively communicate through Class Dojo, which has become the preferred communication method for all forms of communication into the school, including the reporting of student absences. To enhance our delivery of departmental information we promoted the use of our school Facebook page, during the working from home phase. The page has been popular with members outside the school community, such as extended family and friends, however is not frequently used by parents.	

Process 3: Community & Partnerships
 • Establish partnerships with local business, community groups and surrounding schools to share in

Progress towards achieving improvement measures

Process 3:   student success and receive meaningful feedback that drives continued improvement towards achieving high expectations.

Evaluation	Funds Expended (Resources)
Due to the Covid restrictions we were unable to participate in community events or interschool activities.	

Next Steps

Community partnerships will continue to be a school priority moving forward. In 2021 we will reengage student in interschool activities and community partnerships. We will seek out new partnerships, strengthen our relationships with existing partners in particular with our Local, lands council, to help provide better understandings of cultural diversity and influence of our first nations people.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Development of Yarning circle **Funding Sources:** • Aboriginal background loading ($3 527.00)	We have continued to include aboriginal perspectives in all our teaching and learning programs and create a supportive and inclusive environment for aboriginal students. Staff implicitly promote culture through wearing staff uniforms that contain aboriginal art work that promote NADIOC, and we have developed a yarning circle as part of an out door learning environment, which is utilized by students with cultural protocols in mind to encourage respectful relationships and honest and deep discussion which acknowledges the voice of all participants.
Low level adjustment for disability	Employment of additional staff. **Funding Sources:** • Low level adjustment for disability ($27 648.00)	Additional staff has enable us to maintain small class sizes and separate students into primary and infants stages of learning for the core delivery of literacy and numeracy subjects. It has allowed individualized learning support for students in the form of the delivery of Minilit and Maclit, which has shown increased ability in the learning outcomes of all students who took part in the programs.
Quality Teaching, Successful Students (QTSS)	Additional Teaching staff **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3 500.00)	These funds have been used to top up balances to allow the second classroom teacher to be employed 5 days per week. This has allowed for individualized learning programs for all students. As well as focused delivery literacy and numeracy programs for the infants student cohort, and primary student cohort.
Socio-economic background	Full payment of School Excursion ($4000) Full payment of swimming program ($1027) SLSO ($ 17 000) **Funding Sources:** • Socio-economic background ($22 224.00)	The SLSO was able to provide additional individualized learning support for all students, while also directly providing support for targeted individuals. Families greatly appreciated a fully funded end of year excursion to Dubbo Gaol and Taronga Zoo, after a difficult year dealing with the impacts of Covid and drought.
Support for beginning teachers		No funding support received in this area.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	9	6	6
Girls	16	14	14	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.4	91.1	94.8	96.2
1	92.5	91.9	98.5	97.5
2	90.3	94.2	88.6	100
3	95.8	88.3	94.2	80.9
4	95.9	96.7	87.9	96.2
5	97.7	95.9	94.2	97.8
6	72.4	72.5	94	97.4
All Years	90.1	90.9	93.1	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	164,562
Revenue	469,795
Appropriation	468,441
Sale of Goods and Services	44
Grants and contributions	1,090
Investment income	220
Expenses	-417,240
Employee related	-343,282
Operating expenses	-73,958
Surplus / deficit for the year	52,555
Closing Balance	217,117

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	53,399
Equity - Aboriginal	3,527
Equity - Socio-economic	22,224
Equity - Language	0
Equity - Disability	27,648
Base Total	373,332
Base - Per Capita	4,810
Base - Location	14,326
Base - Other	354,195
Other Total	13,854
Grand Total	440,585

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Student

80% of students indicated advocacy at school of the TTFM survey.

100% of students indicated expectations for success on the TTFM survey.

90% of students indicated a positive sense of belonging on the TTFM survey.

Teacher

Due to the size of staff TTFM results were not made available to the school.

Internal survey data indicated.

All staff expressed increased confidence in the use of digital technology's to support their teaching.

All staff expressed increase knowledge and awareness of how to review their teaching practice against the What works best framework, to set goals for future improvement that will have high impact on student learning.

Parent

Due to the number of survey's submitted TTFM results from parents were not made available to the school.

The following comments were made on internal survey's.

100% of parents felt that they were adequately supported during the learning from home phase.

'Thank you... all [for] maintaining our children's safety, heatlh and wellbeing in the school environment...'

'[staff] are very approachable and have the kids best interest at heart'.

'The school is a lovely friendly school [which] is a credit to everyone'.

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.