

# 2020 Annual Report

## Weilmoringle Public School



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# Introduction

The Annual Report for 2020 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

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Weilmoringle Public School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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.

#### Overall summary of progress

All students that completed NAPLAN in 2019 achieved significant growth however this goal was not achieved.

Staff turnover and vacancies for much of 2019 resulted in the Teaching Principal being the only teacher for much of the year. She consistently uses evidence based practice.

Learning and life experiences for the students included a trip to Sydney to perform at the NSW AECG launch of the languages app. A trip to Dubbo, visits from an Aquarium, students attending Warrambungles Leadership camp and Stewart House and all students having weekly swimming lessons during terms 1 and 4. Students also had the opportunity to learn more about community, language and culture with frequent "On Country" days. Elders, parents and family members participated in all experiences and acknowledged the wide range of experiences were increasing both the aspirations of the children and their aspirations as well.

#### 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)
All stakeholders provided positive feedback on PLPs process	AEO and staff time  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$500.00)</li></ul>

##### 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)
This did not happen due to second teacher position being unfilled for most of 2019. Teaching Principal did however ensure best practice in all learning	Staff meeting time allocated for this process

## Progress towards achieving improvement measures

programs.

### 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)
Students understanding of various careers that require a variety of technology was increased dramatically. Their knowledge about STEAM and how science and mathematics are crucial in careers such as farming, truck driving and even shearing increased enthusiasm for these subjects with all students.	<p>Robotics days, use of the virtual reality kit from the DET library and use of iPads. Science Week activities with Warrambungles EEC included use of drones and other technology. Students also participated in a night sky viewing using our telescope and various apps on the iPads. During our trip to Sydney we also visited the Aquarium and the Powerhouse Museum.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li></ul>

## 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.

#### Overall summary of progress

Our relationship with community is one of deep, authentic trust, collaboration and consultation. Parents, Elders and community members constantly tell us how much they love participating in school events. The inclusion of community members in our trip to Sydney allowed them to see first hand how much learning takes place on excursions and all stakeholders were highly engaged.

#### 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)
Overall relationships continue to grow and strengthen and parents and community feel they have a strong and authentic voice in the school.	Minimal costs as most of the commitment was staff time often after hours.  Fuel for school car to travel to and from Brewarrina.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$200.00)</li></ul>

##### 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)
Whilst knowledge and skills of existing staff continued to grow lack of an additional teacher meant it was strengthening and expanding on knowledge for those staff rather than new staff being upskilled.	Absence of second teacher for three terms meant professional development consisted mainly of "On

## Progress towards achieving improvement measures

Whilst knowledge and skills of existing staff continued to grow lack of an additional teacher meant it was strengthening and expanding on knowledge for those staff rather than new staff being upskilled.

Country" days and language and culture days all resourced by existing staff.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$78 000.00)</li> </ul>	Cultural Programs increased community engagement and support of Strategic Direction.
<b>Low level adjustment for disability</b>	<p>School Learning Support Officer.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$28 000.00)</li> </ul>	Intervention programs supported by SLSO saw continued growth for targeted students. SLSO worked with all students developing playground social skills which resulted in reduced incidents.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Employment of second teacher to support classroom practices.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	Second teacher team teaching
<b>Socio-economic background</b>	<p>Support used for students to be involved in incursions and excursions.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$28 000.00)</li> </ul>	Funds used to support students incursions and excursions and to fund School Learning Support Officer
<b>EaFS</b>	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$0.00)</li> </ul>	Learning Progressions used to impact teaching and learning.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	7	6	6	5
Girls	7	4	7	4

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	85.8	92.9	87.4	90.6
1	95.2		89.5	89.1
2	94	96.5	100	97.1
3	88.1	94.2	92	
4	94	94.2	50.5	91.2
5	95.6	96.5	74.7	
6	75.4	97.7	93.1	87.5
All Years	87.9	95.4	81.5	90.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8		92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	
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)	0.24
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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	95,614
<b>Revenue</b>	480,984
Appropriation	480,818
Investment income	166
<b>Expenses</b>	-544,900
Employee related	-445,378
Operating expenses	-99,522
<b>Surplus / deficit for the year</b>	-63,916
<b>Closing Balance</b>	31,698

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	135,875
Equity - Aboriginal	78,877
Equity - Socio-economic	28,452
Equity - Language	0
Equity - Disability	28,546
<b>Base Total</b>	329,129
Base - Per Capita	3,127
Base - Location	22,650
Base - Other	303,352
<b>Other Total</b>	15,622
<b>Grand Total</b>	480,626

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Parents, students and staff feedback was collected throughout the year in P&C meetings and student and staff discussion groups. All stakeholders regularly held conversations with the Principal and have authentic relationships which promote honest and open discourse.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.