

2021 Annual Report

Weethalle Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Weethalle Public School we prepare our students to meet the needs of a changing world through personalised learning, productive partnerships, and strong foundations in literacy and numeracy. We encourage high expectations, aspirations and curiosity for lifelong learning.

Through high impact teaching strategies every student, every teacher, every leader and our school will improve every year.

School context

Weethalle Public School is a Small School situated on Wiradjuri Country on the edge the Riverina in the Central West of NSW. Our school community is made up of a mix of local residents and families that reside on the surrounding farm properties.

The Weethalle population is influence by local employment opportunities, predominately seasonal farming work, the availability of housing and other services. The school currently has 15 enrolments evenly spread through years Kindergarten to 6 of whom 20% of our total enrolment identify as Aboriginal.

Weethalle Public School, has a committed staff, a supportive P&C Association and partnerships with local community groups that collectively work together to provide rich learning opportunities and resources for all students.

Our school has a strong relationship with our neighboring small school communities in both the Griffith and West Wyalong Networks for the benefits of school planning, student engagement and interschool sporting opportunities.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students.

Weethalle Public School has a long established shared value system of Respect, Fairness and Learning which underpins our expectations of behavioural, wellbeing programs and learning expectations.

Students pride themselves in the work that has been put into our school garden, which is used to support our literacy and numeracy programs through hands on learning experiences.

Through a rigorous situational analysis, in consultation with stakeholders we identified the following high levels areas for further development:

- growth in reading and numeracy outcomes
- data-informed practice
- evidence-based teaching practices
- high-expectations relationships.

These areas will be strategically targeted through individualised learning support for all students, high impact professional learning or all staff, and clear practices and protocols for community engagement.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure every student can communicate effectively and make sense of the world through reading and numeracy, staff will use achievement data to understand every student in their learning and where to next.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Knowing our students and where to next through a collaborative planning process

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,194.39

QTSS release: \$3,363.54

Socio-economic background: \$7,854.75

School Operational Funding: \$19,513.00

School support allocation (principal support): \$13,604.80

Location: \$14,678.85

Professional learning: \$1,020.00

Per capita: \$4,683.83

Aboriginal background: \$600.00

Literacy and numeracy: \$544.73

Summary of progress

In 2021 we started a 3-way interview process with parents in term 1. The interviews were used to discuss student goals based on school data, student and parent interests and aspirations. In the meetings parents discussed what they felt might be blockers to their child reaching their goals and ways we could overcome these blockers with support from both the school and at home.

Staff spent time collaboratively planning next steps for learning through programming and aligning professional learning to target specific needs. Student confidence, school data and parent feedback all indicated needs for most students to have a target focus on numeracy, targeting patterns and algebra, whole number and solving multiple step word problems. Staff undertook learning modules Working with the Big Ideas and Starting Strong to help develop their pedagogy in mathematics. This resulted in the introduction of number talks into both infants and primary classrooms.

In reading, inferential comprehension skills were highlighted as a need across the school. Staff worked through the Focus on Understanding Text modules and Latrobe University's Science of Language and Reading. After completing these modules, it was decided that before working on our comprehension targets we needed to work on our reading fluency targets. At the end of a six week focus on fluency all students were achieving at or above their expected level of reading fluency. The improvement in fluency saw a shift in the reading comprehension levels of most students.

For those students whose comprehension did not shift or showed little shift after our fluency intervention were discussed in Learning and Support Team meetings and a survey was conducted around reading habits in the home. We found in student and parent surveys that the students who were not reading at home, or for sustained periods of time, were the same students whose comprehension levels were not improving. Using survey data it was decided to introduce a 15-minute block of reading time into daily routines.

The school has aligned its assessments schedule and resourcing to include assessment resources provided in ALAN, Check in Assessments, and short assessments in both reading and numeracy.

All staff have started to utilise the resources being provided on the literacy and numeracy hub, and participated in collaborative learning using the documents Effective Reading Kindergarten to Year 2, Improving reading Comprehension years 3 to 8, and K-2 and 3-8 Numeracy guides.

In 2022 we will look at learning fatigue and building resilience in our students to develop a growth mindset and confidence in their learning. Staff will continue to work with students and their parents to look at ways we can increase learning and engagement for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Numeracy</p> <p>Improvement in the percentage of students in the West Wyalong network small schools cohort group achieving in the top two bands in NAPLAN to be trending upwards above the baseline towards the system-negotiated target of 30%.</p>	<p>A decreased percentage of students achieved in the top two bands for Numeracy in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Reading:</p> <p>Improvement in the percentage of students in the West Wyalong network small schools cohort group achieving in the top two bands in NAPLAN to be trending upwards above the baseline towards the system-negotiated target of 35%.</p>	<p>An increased percentage of students achieved in the top two bands for Reading in 2021. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>School assessment in the School Excellence Framework (SEF) shows Delivering in the following themes; Data use in teaching Individual learning and Assessment.</p>	<p>The school is Delivering in the School Excellence Framework themes of Data use in teaching, Individual learning and Assessment.</p>

Strategic Direction 2: Quality teaching

Purpose

In order to ensure all students are engaged, and showing learning growth against outcomes we will, implement, and evaluate the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$2,000.00

Aboriginal background: \$600.00

Socio-economic background: \$4,296.00

Professional learning: \$3,270.36

Site Specific (personal leave & additional training): \$2,625.00

Summary of progress

In 2021 staff analysed current literacy and numeracy practices recognising gaps in learning and professional practice.

Structures were put in place to allow staff to meet at regular intervals to take part in professional learning, collaboration and to collect and reflect on data. Having a structure in place with regular intervals of time put aside for these activities was essential due to shortage of casual staff and demands on the teaching principal.

Using the Performance and Development Plans staff reflected on their goals for the year and sort to align their practice to current evidenced based best practice using CESE's What Works Best as a reflection tool. The use of questions from the What Works Best learning modules promoted collegial conversations around what best practice looks like without making direct judgements against teacher performance. Using What Works Best to frame discussions around best practice, along side the Australian Professional Standards for Teachers gave staff assurance that their focus was evidence based and met the expectations of the Department of Education.

The High Impact professional learning framework was introduced to staff and a professional learning audit was conducted. Staff met together and complete The High Impact Professional Learning self assessment tool, which indicated that we were Sustaining and Growing. The self-assessment provided clear goals to focus on in order to move from Delivering to Sustaining and Growing to Excelling, with collaboration and use of data to inform practice highlighted as key initiatives that would help drive quality teaching forward at Weethalle Public School.

As part of these reflections collaborative practices have been implemented to align with Lyn Sharratt's Clarity: What Matters Most in Learning, Teaching and Leading, which has been implemented slowly to ensure practices can be embedded to improve student learning.

Completing and implementing the Clarity Learning Modules will be the focus in 2022

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students achieving at or above expected growth in NAPLAN reading	The proportion of Year 5 students achieving expected growth in NAPLAN reading has remained consistent. Individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased. Individual student progress is reported directly to parents and carers throughout the year.

School assessment in the School Excellence Framework (SEF) shows Delivering in the following themes; high expectations, explicit teaching, and assessment

The school is Delivering in the School Excellence Framework in the themes of high expectations, explicit teaching and assessment.

Strategic Direction 3: High expectations culture

Purpose

In order to ensure high expectations in learning and wellbeing, we will strengthen partnerships with parents, staff and the community so that students have a strong sense of belonging, high expectations for success and advocacy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Protocols and Practices for High Expectations Relationships

Resources allocated to this strategic direction

Aboriginal background: \$1,445.07

Socio-economic background: \$1,573.00

Professional learning: \$1,720.00

Summary of progress

In semester one, the principal took part in the Stronger Smarter Leadership Program which supported a stronger understanding of what is meant by High-Expectations Relationships and how to promote positive identities and excellence in our school. Aspects of this program were implemented into staff meetings in terms 2 and 3, with all staff taking part in the online training modules for the program in term 4.

Attendance procedures were reviewed against the premiers target of 90% of students attending 90% of the time. While our school was achieving this goal, we were able to strengthen and support our systems using the Every Day Counts attendance guidelines. This saw all staff take ownership of school attendance and the analysis and response to the end of term data. By reviewing our systems against the framework we implemented monitoring systems based on a tiered intervention scale. This revealed that we had more students requiring tier 2 intervention than initially thought and as a result staff looked for reasons behind the absences and how we could ensure that all students were on track with their attendance. In 2022 we will continue to regularly inform the community of the importance of school attendances, and the impact non attendance can have on student performance.

The Wellbeing Framework was used to review our systems whilst being guided through online learning modules focusing on aspects of Physical, Social, Emotional, Spiritual and Cognitive wellbeing. The modules allowed all staff to clearly understand each aspect of the wellbeing framework and reflect on how well we were addressing each aspect within the school. After completing the modules we found that promoting student voice and giving students a more active role without our school was important. This resulted in regular leadership meetings with our stage 3 students as an opportunity to make suggestions and improvements to the school. All stage 3 students indicated that these meetings made them feel more engaged as school leaders, with a sense of responsibility. In 2022, we will continue to develop these leadership meetings with the introduction of small projects in the school or community that the students can take lead in developing.

Collaborating and communicating with the community was conducted through Zoom platform, Class Dojo and by phone calls due to Covid-19 restrictions limiting face-to-face communication. Parents surveys indicated that they felt valued and catered for during the period of at home learning, noting that wellbeing packs delivered to homes, to support and maintain momentum for Learning From Home. In 2022, we hope to invite parents back into the school at regular intervals to engage with students in goal setting and celebrating student achievement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Move towards Increasing the percentage of students attending school more than 90% of the time to at least the school's negotiated lower	School wide attendance rate for the year was 92% with 93.3% of students attending 90% of the time.

bound target of 70%	
The school will maintain and grow positive levels of wellbeing according to the three domains in the Tell Them From Me surveys and internal surveys	Tell Them From Me data showed positive levels of well-being of 70% of students surveyed have a positive sense of belonging and expectations of success.. Which is a drop from 80% or higher in the previous year.
Increase the number of themes in our school's self-assessment for the element of Learning Culture and wellbeing from delivering to sustaining and growing.	Self-assessment against the School Excellence framework shows that the school is sustaining and growing in the areas of wellbeing and learning culture.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,723.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Weethalle Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process • Protocols and Practices for High Expectations Relationships • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support a k-2 classroom, so that the classroom teacher can focus on early years program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement 1:1 support for identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Through employment of a SLSO one to one support is available for students.</p> <p>Through allocating additional administration hours to the SAM, additional time has been saved for the Teaching Principal in Library administration by allocating these responsibilities to the SAM.</p> <p>All support staff are trained in the delivery of the Maclit program.</p> <p>The allocation of funds to insure a second classroom teacher is available to teach the early years classroom has allowed for smaller class sizes resulting in more individualised learning programs and 1:1 support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The employment of additional staff has proven essential for our small school, and after evaluating the impact smaller classes and additional support has had on students we will continue to use our funding to employ additional staff in our school.</p>
<p>Aboriginal background</p> <p>\$2,645.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Weethalle Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Protocols and Practices for High Expectations Relationships • Knowing our students and where to next through a collaborative planning process • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of school literacy resources focusing on aboriginal themes • Development of a yarning circle in the school grounds, and teaching students the protocols and practices culturally appropriate to the space. <p>The allocation of this funding has resulted in:</p> <p>Staff being trained in the Stronger Smarter leadership program, which has provided staff with essential understanding of how to develop protocols and practices with our community to help support and develop High</p>

<p>Aboriginal background</p> <p>\$2,645.07</p>	<p>Expectations relationships with all members of the school community. By developing a yarning circle in our school grounds and explicitly teaching students the purpose and cultural significance of yarning we have started to develop protocols within our school associated around the concept of 'Yindymarra', meaning go slowly and respectfully.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students have shown increased awareness and respect for culture and what it means to be on country. Our next steps will be to develop this understanding with our adult community members by hosting events for parents in the yarning circle.</p>
<p>Low level adjustment for disability</p> <p>\$28,194.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Weethalle Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention Maqlit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The ability to have a classroom focused on developing and implementing the primary curriculum, and a second classroom to focus on developing and implementing the infants curriculum. This focus has allowed for daily routines in the infants classroom to be focused on the specific needs of students K-2, with guided support an individual attention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue to be used to ensure an additional teacher is maintained in the K-2 classroom</p>
<p>Location</p> <p>\$14,678.85</p>	<p>The location funding allocation is provided to Weethalle Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO to support teaching and learning. <p>The allocation of this funding has resulted in: One to one support for individual students not meeting expected outcomes. Additional assistance in the classroom for preparing and maintaining resources, allowing the classroom teacher more time for teaching and the collection and analysis of student data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employee SLSO with a focus on upskilling the SLSO in the areas of reading and numeracy.</p>

<p>Professional learning</p> <p>\$6,010.36</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Weethalle Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process • High Impact Professional Learning • Protocols and Practices for High Expectations Relationships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of casual teaching staff to ensuring time for collaborative professional learning exists within the teaching and learning cycle on a regular basis. <p>The allocation of this funding has resulted in: Consistent ongoing professional learning opportunities for all staff in a collaborative and supportive environment. Which has allowed teachers to gain, share and practice and review their knowledge from professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure that professional learning is built into the teaching and learning cycle and supported with release from face to face teaching, that is timetabled for allowances for classroom teachers to meet with each other and for mentors (ACPI, Teaching Principal) to meet with staff.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Weethalle Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Increase School Administration hours from 2.5 days per week to 3 days per week. <p>The allocation of this funding has resulted in: The teaching principal to be relieved from administration responsibilities in the library, allowing for more time to be spent on teaching and learning in the classroom. The processes for Library borrowing, and the aesthetics in the library space has improved with weekly allocation of admin time. The library space has been made more appealing and enjoyable to students who now enjoy using the space to quietly read.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use the principal support allocation to provide additional hours to administration staff to lift the administrative responsibilities of the teaching principal. This will be supported with professional learning funds to upskill administration staff on library software and managing computer hardware.</p>
<p>Literacy and numeracy</p> <p>\$2,544.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Weethalle Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$2,544.73</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training in Best Start Assessments support in literacy and numeracy with an additional full day release to implement and review data. • targeted professional learning 'Starting Strong' and 'Working with the Big Ideas' to improve numeracy pedagogy. <p>The allocation of this funding has resulted in: Teachers adjusting their numeracy programs to reflect their learning from mathematics professional learning, resulting in improved teacher confidence in teaching numeracy and improved student engagement in mathematics lessons with a better understanding and use of correct mathematical terminology.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support new staff to complete 'Working with big ideas' and "Starting Strong". Ensure 5 weekly reflection cycles of data collection are maintained with the use of data walls.</p>
<p>QTSS release</p> <p>\$3,363.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Weethalle Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional classroom teacher. <p>The allocation of this funding has resulted in: Ensuing that early years students have a classroom focused on early years learning curriculum and routines.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use funds to ensure a second classroom teacher is employed for students in year K-2.</p>
<p>COVID ILSP</p> <p>\$12,783.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: Analysis - Literacy - Analysis of the data showed that the small group tuition</p>

<p>COVID ILSP</p> <p>\$12,783.31</p>	<p>has been implemented well in literacy for both Year 1 and Year 3. An analysis of early Literacy data indicates 66% of the students have reached their personal learning goals based on the literacy progressions; with a further 20% on track to do so by the end of Semester 1. 14% of students have made some progress but will require additional support. Numeracy - Analysis of data showed that the small group tuition in Year 4 has been implemented well in numeracy. An analysis of early numeracy data indicates 70% of the students have reached their personal learning goals based on the numeracy progressions; with a further 12% on track to do so by the end of Semester 1. 18% of students have made some progress but will require additional support, particularly in the area of application of multiplicative strategies. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Analysis of PL shows the teachers and educational paraprofessionals found the COVID ILSP modules highly effective in developing their understanding of and capacity to deliver effective small group tuition. Of particular note was the module on 'assessment practices to support small group tuition' and the Expert series: 'Introduction to the literacy and numeracy progressions' and 'Additive and multiplicative strategies for small group tuition'.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ILST. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Evaluate impact on teaching and learning. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
<p>Per capita</p> <p>\$4,683.83</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Weethalle Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing our students and where to next through a collaborative planning process <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff. <p>The allocation of this funding has resulted in: Smaller class sizes, with the ability for one class to focus on early years learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to maintain additional staffing load to ensure students in Kindergarten to year 2 have a full time teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	6	6	4
Girls	14	14	13	11

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.1	94.8	96.2	94.8
1	91.9	98.5	97.5	94.3
2	94.2	88.6	100	94.7
3	88.3	94.2	80.9	100
4	96.7	87.9	96.2	80.5
5	95.9	94.2	97.8	89.5
6	72.5	94	97.4	94.3
All Years	90.9	93.1	93.6	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.53
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	217,117
Revenue	451,618
Appropriation	449,520
Grants and contributions	2,020
Investment income	79
Expenses	-478,572
Employee related	-416,239
Operating expenses	-62,334
Surplus / deficit for the year	-26,955
Closing Balance	190,162

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	44,563
Equity - Aboriginal	2,645
Equity - Socio-economic	13,724
Equity - Language	0
Equity - Disability	28,194
Base Total	375,733
Base - Per Capita	4,684
Base - Location	14,679
Base - Other	356,370
Other Total	15,910
Grand Total	436,206

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.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers

Parent surveys indicated 100% satisfaction with how the school supported their students learning and wellbeing needs throughout 2021.

Parent comments thanked staff for their support and extra work that went into caring and catering for students learning needs during the period of lock down, noting that our communication throughout helped keep students motivated and on tasks.

Future improvements included request to bring back more interschool events to our school calendar, and request to run more sports clinics throughout the year that target skills for PSSA sport.

Students

Tell them from me surveys indicated that 71% of students felt a positive sense of belonging with 86% of all students indicating that they have positive relationships. All students value schooling outcomes and displayed positive behaviours in the playground. Whilst 100% of students indicated they approached all tasks with effort, how only 66% indicated that they felt they used their learning time effectively.

86% of students agreed or strongly agreed that they had pride in our school.

Teachers

Teacher surveys indicated that staff felt supported in their career development and were encouraged to seek and develop their leadership skills. Teacher surveys indicated that they felt they had the appropriate resources and training support to provide online learning opportunities for students during learning from home.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.