

2021 Annual Report

Weilmoringle Public School



4305

Introduction

The Annual Report for 2021 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 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.

School contact details

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School vision

We believe that all students should be empowered to become successful learners, confident and creative individuals and active and informed citizens. We work together with families to build a foundation for life-long learning. Teachers employ evidence-based teaching methods to optimise learning progress for all students. Staff and the school community hold 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 school. We continually work towards strong partnerships between school and community locally and beyond. We have a strong focus on deepening 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 2021 there will be 6 full-time students (100% Aboriginal) and 1 student who is a shared enrolment with Bourke DOE. We run a Murrawarri Aboriginal language, history and culture program with the support of the local Aboriginal Education Consultative Group (AECG) and Redi. Weilmoringle Public School benefits from equity funding which is used to support students in all Key Learning Areas. Through the School Budget Allocation Report (SBAR) funds are allocated for an additional teacher and School Learning Support Officer time to deliver tailored interventions in literacy and numeracy for K-3 students.

In the process of developing our Situational Analysis we identified the two key areas for academic focus remain Literacy and Numeracy where both internal data and NAPLAN data show students performing at significantly below benchmark. Whilst overall connections with community are strong the relationships are reliant on personal connections with the principal. Focus needs to shift to being connections built on processes and procedures to ensure sustainability and more authentically include other staff.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Working towards Delivering |
| TEACHING: Professional standards | Working towards Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Working towards Delivering |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Working towards Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

To support all students to achieve academic, social and emotional outcomes that will prepare them to be successful learners. Staff will supported to build capacity in the systematic collection and analysis of data to be used to inform programming to ensure growth in all areas of curriculum for every student with a specific focus on literacy and numeracy.

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.

- Literacy and Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$77,161.00

Professional learning: \$2,000.00

QTSS release: \$1,682.00

Socio-economic background: \$20,441.00

Low level adjustment for disability: \$29,092.14

Location: \$20,384.00

Literacy and numeracy: \$1,365.00

School support allocation (principal support): \$12,604.00

Summary of progress

While students have shown growth in reading and numeracy, the overall progress is yet to be seen.

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 |
|--|---|
| Students will show expected growth in Reading above the baseline system negotiated target | Student growth was lower than expected. |
| Students will show expected growth in Numeracy above the baseline system negotiated target | Student growth was lower than expected. |

Strategic Direction 2: Sustainable Well-being and Engagement

Purpose

Relationships between staff, students, families and community members are authentic and based on mutual trust. Systems are in place to support the development and maintenance of these relationships and ensure authentic community collaboration.

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.

- Community Engagement and Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$4,500.00

Aboriginal background: \$500.00

School support allocation (principal support): \$1,000.00

Summary of progress

Student well being and engagement were key focuses embraced by the whole community and staff.

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 |
|--|------------------------------|
| 60% of students/parents/carers/community members maintain an authentic relationship with staff based on mutual trust and feel confident to approach any member of staff to discuss learning programs. | The target was exceeded. |
| Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students and school community celebrates regular and/or improved attendance. Increase the % of students attending >90% of the time to be moving towards the lower bound system negotiated target of 70%. | The target was exceeded. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$24,941.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Weilmoringle 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"> • Literacy and Numeracy • Community Engagement and Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement full time load for second teacher. • Resourcing enables purchase of food for lunch program. <p>The allocation of this funding has resulted in: Despite low engagement during learning from home most students have maintained growth from earlier in the year in literacy and numeracy and/or recovered quickly. Ability to work one-to-one with students has empowered staff to identify and target gaps in learning more quickly and support students to make growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue supporting teaching and community well-being, we will fund the second teacher position and continue with the healthy lunches.</p> |
| <p>Aboriginal background</p> <p>\$77,661.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Weilmoringle 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"> • Community Engagement and Collaboration • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Observations suggest that AEO support empowered teaching staff to interact more confidently with families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to employ AEO.</p> |
| <p>Low level adjustment for disability</p> <p>\$29,092.14</p> | <p>Low level adjustment for disability equity loading provides support for students at Weilmoringle 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"> • Literacy and Numeracy |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$29,092.14</p> | <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 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: Despite low engagement during learning from home most students have maintained growth from earlier in the year in literacy and numeracy and/or recovered quickly. Ability to work one-to-one with students has empowered staff to identify and target gaps in learning more quickly and support students to make growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting the second teacher position.</p> |
| <p>Location</p> <p>\$20,384.00</p> | <p>The location funding allocation is provided to Weilmoringle 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Despite low engagement during learning from home most students have maintained growth from earlier in the year in literacy and numeracy and/or recovered quickly. Ability to work one-to-one with students has empowered staff to identify and target gaps in learning more quickly and support students to make growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue funding second teacher position</p> |
| <p>Literacy and numeracy</p> <p>\$1,365.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Weilmoringle Public School from Kindergarten to Year 6.</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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in programs and teaching principal release. <p>The allocation of this funding has resulted in: Despite low engagement during learning from home most students have maintained growth from earlier in the year in literacy and numeracy and/or recovered quickly. Ability to work one-to-one with students has empowered staff to identify and target gaps in learning more quickly and support students to make growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting second teacher position.</p> |
| <p>QTSS release</p> <p>\$1,682.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Weilmoringle Public School.</p> |

| | |
|---------------------------------------|--|
| <p>QTSS release</p> <p>\$1,682.00</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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Despite low engagement during learning from home most students have maintained growth from earlier in the year in literacy and numeracy and/or recovered quickly. Ability to work one-to-one with students has empowered staff to identify and target gaps in learning more quickly and support students to make growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue supporting second teacher</p> |
| <p>COVID ILSP</p> <p>\$8,849.98</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 <p>The allocation of this funding has resulted in: Small group intervention for students</p> <p>After evaluation, the next steps to support our students with this funding will be: Move to employing SLSO to continue small group interventions.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 6 | 6 | 5 | 4 |
| Girls | 4 | 7 | 4 | 2 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 92.9 | 87.4 | 90.6 | 61.1 |
| 1 | | 89.5 | 89.1 | 76.2 |
| 2 | 96.5 | 100 | 97.1 | 67.9 |
| 3 | 94.2 | 92 | | 83 |
| 4 | 94.2 | 50.5 | 91.2 | 80 |
| 5 | 96.5 | 74.7 | | 70.2 |
| 6 | 97.7 | 93.1 | 87.5 | 66.7 |
| All Years | 95.4 | 81.5 | 90.7 | 74.2 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | | 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) | 0.24 |
| 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 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 | 31,698 |
| Revenue | 528,136 |
| Appropriation | 527,523 |
| Grants and contributions | 564 |
| Investment income | 49 |
| Expenses | -513,712 |
| Employee related | -440,642 |
| Operating expenses | -73,071 |
| Surplus / deficit for the year | 14,423 |
| Closing Balance | 46,122 |

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 | 134,496 |
| Equity - Aboriginal | 79,461 |
| Equity - Socio-economic | 25,942 |
| Equity - Language | 0 |
| Equity - Disability | 29,093 |
| Base Total | 328,524 |
| Base - Per Capita | 2,219 |
| Base - Location | 20,385 |
| Base - Other | 305,920 |
| Other Total | 15,579 |
| Grand Total | 478,598 |

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

This year saw many challenges due to COVID-19 and staffing difficulties. We had limited opportunities to have P&C meetings and community events. From anecdotal conversations and observations, satisfaction was waning at the end of 2021 due to the challenges faced. Feedback from the community and staff suggests that we should resume excursions and community events as soon as possible in 2022.

Students feedback suggests that they enjoyed 'On Country' learning and the healthy eating and gardening programs, and wish to continue these programs into 2022. Students feedback that they disliked the COVID-19 lockdowns and were happy to return back to school.

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.