

2022 Annual Report

Weilmoringle Public School



4305

Introduction

The Annual Report for 2022 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	2022 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	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

Per capita: \$300.00

English language proficiency: \$2,400.00

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$28,849.00

QTSS release: \$1,149.00

Socio-economic background: \$3,000.00

Summary of progress

We used the funding to purchase new computers and high interest books. The computers were used to implement lessons enabling students to access digital literacy and developing skills in mathematics (3D shapes /data).

The books were designed to engage the students in reading and to build their abilities to read independently

The barriers to this program were a lack of staff and long term flooding.

We will still use the computers next year but will not need to purchase anymore for the year. We will continue to buy new books to engage 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
Students will show expected growth in Reading from the baseline towards the lower bound system negotiated target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Students will show expected growth in Numeracy from the baseline towards the lower bound system negotiated target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Location: \$9,000.00

Aboriginal background: \$250.00

Professional learning: \$6,741.81

Summary of progress

We spent the money on leasing a school bus and starting up a bus run. The bus was also used to take students on excursions. We spent some of this money on running on country learning programs and working with elders in the community.

On Country learning and excursions in and around the local area (Bourke/Walgett/ Brewarrina), encourage collaboration with the wider community.

The barriers to this program were a lack of staff and long term flooding.

We will continue using the bus and are seeking opportunities for future On Country excursions for next year.

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
80% 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.	Most of the parents at the school have a good relationship with the school. All staff members engage respectfully with the community and students. We have high attendance at most school events and the community elders often come on excursions with the school.
Increase the % of students attending >90% of the time to be at or above the lower bound system negotiated target of 70%.	Progress was yet to be seen in semester one, however student attendance improved for most students in semester two.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$8,000.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students seek out new texts and recommend them to each other. There has been an improvement of reading levels for all students. Students enjoyed working with new texts and look forward to exploring new books.</p> <p>After evaluation, the next steps to support our students will be: Continue with the purchase of new books. Move towards new furniture in the library.</p>
<p>Aboriginal background</p> <p>\$250.00</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 <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 deliver personalised support for Aboriginal students • 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 the following impact: Bus run has seen a modest improvement in attendance and unexpectedly saw a positive improvement in behaviour at school by eliminating conflict before school. The attendance award saw students actively discussing and reflecting on their attendance. Several times students pushed themselves to go to school to get the award.</p> <p>After evaluation, the next steps to support our students will be: Continuing the bus run and expanding the awards to improve attendance.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Weilmoringle 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"> • Literacy and Numeracy

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • Implementing year-based, phonemic spelling program. <p>The allocation of this funding has resulted in the following impact: Students have been developing their abilities in literacy and had minor improves in spelling and reading. Their phonemic awareness has increased but still needs further improvement.</p> <p>After evaluation, the next steps to support our students will be: We will continue using Sound Waves in 2023. The program will hopefully continue without interruptions from flooding.</p>
<p>Low level adjustment for disability</p> <p>\$28,849.00</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>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 Minilit and Sound Waves to increase learning outcomes • employment of SLSO to improve the development of students by implementing Minilit program developed by specialists <p>The allocation of this funding has resulted in the following impact: Mild improvement in student spelling and phonemic awareness.</p> <p>After evaluation, the next steps to support our students will be: Continuing the Sound Waves program and starting the new Minilit Sage program.</p>
<p>Location</p> <p>\$9,000.00</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"> • Community Engagement and Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: The bus lease meant we could take all students (*who wanted to) on excursion to Canberra. Each excursion during the year and the weekly trips to swimming were provided by this funding (free of charge to the students).</p> <p>After evaluation, the next steps to support our students will be: We will continue to use the bus for all students. Each excursion will be free or cheaper for students because the school can cover this expense with the bus.</p>
<p>Professional learning</p> <p>\$6,741.81</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 Weilmoringle Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$6,741.81</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement and Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff attending PL off site. • Staff attending PL online <p>The allocation of this funding has resulted in the following impact: Staff attended PL based on school and community needs. Staff are Minilit trained and first aid trained.</p> <p>After evaluation, the next steps to support our students will be: Continue engaging in PL opportunities that align with the school and community priorities.</p>
<p>QTSS release</p> <p>\$1,149.00</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>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 the following impact: The funding was suppose to be used to hire a second staff member but due to a lack of staff we were unable to fill the position permanently and used the funding to hire casual staff when available.</p> <p>After evaluation, the next steps to support our students will be: Continue trying to hire additional staff in the new year.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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 2022.</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 • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: We hired a SLSO to deliver small group interventions for the Covid ILSP. Later on due to staffing issues we hired a casual teacher to release the Teaching Principal to work on the program in term 4.</p> <p>After evaluation, the next steps to support our students will be: Continue trying hire staff to fill the position in 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Weilmoringle 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"> • Literacy and Numeracy

<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Hire an APCI <p>The allocation of this funding has resulted in the following impact: We attempted to hire an APCI unsuccessfully for 6 months.</p> <p>After evaluation, the next steps to support our students will be: Next year we are joining in with the virtual APCI.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	5	4	4
Girls	7	4	2	2

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.4	90.6	61.1	73.0
1	89.5	89.1	76.2	47.6
2	100.0	97.1	67.9	87.3
3	92.0		83.0	78.2
4	50.5	91.2	80.0	88.0
5	74.7		70.2	94.4
6	93.1	87.5	66.7	72.1
All Years	81.5	90.7	74.2	79.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0		92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8		92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	32,261
Revenue	563,969
Appropriation	543,286
Grants and contributions	20,000
Investment income	683
Expenses	-470,925
Employee related	-365,520
Operating expenses	-105,405
Surplus / deficit for the year	93,044
Closing Balance	125,305

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	132,005
Equity - Aboriginal	80,803
Equity - Socio-economic	19,952
Equity - Language	2,400
Equity - Disability	28,850
Base Total	331,143
Base - Per Capita	1,516
Base - Location	18,346
Base - Other	311,280
Other Total	53,729
Grand Total	516,876

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 flooding and ongoing staffing difficulties. We had limited opportunities to have P&C meetings and community events. From anecdotal conversations and observations, satisfaction declining due to school closure from the nature disasters and the unfilled vacancy. Feedback from the community and staff suggests that we should focus on running community events and employing a permanent teacher.

Students feedback suggests that they enjoyed the excursion to Canberra and gardening programs, and wish to continue these programs into 2023. Students feedback that they want to do more excursions and have access to PSSA sporting events.

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.