

# 2023 Annual Report

## Weethalle Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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Weethalle Public School

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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 influenced by local employment opportunities, predominately seasonal farming work, the availability of housing and other services. The school has a current enrolment of 12 students, evenly spread through years Kindergarten to Year 6 including students who identify as Aboriginal. The enrolment over the past 10 years has seen a gradual decline due to local families of children growing up and moving to high school, work offerings, affordable housing, and a move to corporately owned farms resulting in transient enrolments.

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 neighbouring 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. A range of extracurricular activities is offered to students through this alliance with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

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 areas for further development:

- growth in reading and numeracy outcomes
- data-informed practice
- effective classroom practice
- learning culture

These areas will be strategically targeted through individualised learning support for all students, high impact professional learning for 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. 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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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

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**AP Curriculum & Instruction**

**Socio-economic background**

**Low level adjustment for disability**

**QTSS release**

**Per capita**

**Professional learning**

### Summary of progress

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In 2023, the school prioritised the advancement of numeracy education through a multifaceted approach. We initiated robust collaborative professional learning sessions aimed at empowering educators with high-impact strategies. Guided by the Assistant Principal Curriculum and Instruction and school leadership, we established resilient structures for consistent implementation of evidence-based practices.

Rigorous analysis of school-wide data at regular intervals, facilitated by PLAN 2, Essential Assessment, and Progressive Achievement Test, provided crucial insights into student progress. This concerted effort resulted in tangible enhancements: a noticeable increase in the quality of numeracy instruction, more frequent use of professional language and communication centred around evidence-based methodologies, and consistent ongoing progress in student learning outcomes across our various assessment platforms.

With the support of the Curriculum Support Unique Settings team we developed strategic systems of data analysis using Guttman charts to determine whole school areas for improvement, and targeted intervention to support student growth. This included setting individual goals for students, and targeted professional learning for staff.

The introduction of Talk Moves, and Number Talks were embedded as a result of a whole school focus on number and place value. Student voice and understanding of how and why they were solving problems was clearly understood, giving teachers meaningful insights into how students were working mathematically to solve problems. Pedagogy gains saw Talk Moves strategies applied to other areas of KLA, which showed increased confidence in students to freely discuss and contribute to classroom discussions.

In literacy, teachers focused on Understanding Text, whilst developing a deeper understanding of the Scarborough's Reading Rope and the components of reading. All students were screened by speech therapist and individual plans were developed for those students who required intervention. With a greater understanding of the Reading Rope, all students in the primary classroom were assessed for phonological awareness to ensure that early reading components had been developed.

In 2024, the schools strategic focus is on expanding successful practices to encompass multiplicative strategies and understandings while fortifying staff support mechanisms and fostering a culture of refined data analysis through consistent teacher judgment practices. and continued whole school collaboration. This ongoing commitment aims to ensure sustained improvements in our students' literacy and numeracy learning journey. Staff will upskill their knowledge on teaching vocab and verbal reasoning skills in literacy to address student needs in both these areas in literacy. Whole school data will be shared at regular intervals with parents through individual goal setting set through a 3 way interview process each term.

### Progress towards achieving improvement measures

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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
All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using Progressive Achievement Test as a key data point.	The Progressive Achievement Test results indicated growth in a high percentage of students. Cohort size precludes the publication of percentages, however, individual student progress is reported directly to parents and carers throughout the year.
All students can demonstrate reading growth and achievement from Term 1 to Term 4, using Progressive Achievement Test as a key data point.	The Progressive Achievement Test results indicated significant growth in a high percentage of students. Cohort size precludes the publication of percentages, however, individual student progress is reported directly to parents and carers throughout the year.
<p>School assessment in the School Excellence Framework shows improvement from <i>Delivering</i> towards <i>Sustaining and Growing</i> in the following themes:</p> <ul style="list-style-type: none"> <li>• Data use in teaching</li> <li>• Data analysis</li> <li>• Individual learning needs</li> </ul>	The school is Delivering in the themes of Data use in teaching, Data analysis and Individual learning needs.

## 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 Teaching Practice

### Resources allocated to this strategic direction

#### Professional learning

#### Summary of progress

In 2023, the school has centred on establishing a robust foundation for professional development, assessment practices, and a collaborative culture, all in alignment with Lyn Sharratt's Clarity principles. Through comprehensive assessments and targeted professional development in explicit teaching practices, we've fostered a community where data-driven instruction is becoming ingrained in our practices, guided by Lyn Sharratt's parameters for Clarity. This progress has not only enhanced teacher capacity through evidence-based strategies but has also seen the integration of practices supporting diverse student needs, including commencing our understanding on how to best meet the needs of High Potential and Gifted Students. Moving forward, our commitment involves, developing our understanding on meeting the needs of High Potential and Gifted Students, deepening collaborative practices, ensuring fidelity in implementing professional learning, and leveraging data-driven discussions guided by Clarity principles to drive ongoing improvements in teaching practices and student outcomes.

Dedicated release time for collaboration, has cultivated a culture of shared ideas and enhanced professional relationships. Online learning modules have provided structured professional development, clarifying and elevating instructional practices as guided by the Assistant Principal Curriculum and Instruction. The introduction of a Digital Classroom Officer has significantly improved technology integration, and collaboration tools have become integral in staff meetings. The establishment of dedicated time for collaboration and the implementation of leadership development courses have further enriched our school community. Looking ahead, we plan to build on this success, maintaining a focus on ongoing reflection, professional development, and student-centric initiatives to continue fostering excellence in education.

In 2024, the school will continue to collaborative cycles of professional learning and data analysis assisted by the learnings of clarity. The school will develop induction programs, so that the previous years successful models are continued. Learning will continue in the space of High Potential Gifted Education with all students mapped in each of the four domains and supported with appropriate adjustments to foster their learning development.

#### 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 percentage of students achieving or exceeding expected growth in the sub-element of reading and viewing of the National Literacy Learning Progressions.	All students achieved growth in the sub-element of reading and viewing of the National Literacy Learning Progressions.
Increase the percentage of students achieving or exceeding expected growth in the sub-element of number sense and algebra of the National Numeracy Learning Progressions.	All students demonstrated growth in the sub-element of number sense and algebra of the National Numeracy Learning Progressions.

School assessment in the School Excellence Framework shows improvement from *Delivering* towards *Sustaining and Growing* in the following themes:

- High expectations
- Explicit teaching
- Data use in teaching

The school is Delivering in Data use in Teaching and Delivering in High Expectations and Explicit Teaching.



### Purpose

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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

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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, valuing and caring for all students.

### Resources allocated to this strategic direction

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#### Aboriginal background

#### Location

#### Socio-economic background

#### Professional learning

### Summary of progress

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In 2023, the school focus has been on multifaceted initiatives aimed at fostering a more inclusive, engaging, and culturally enriched educational environment. We've dedicated efforts to several key areas: embedding the Aboriginal Education policy within our curriculum, fostering parent engagement within our school community, encouraging student involvement in extracurricular activities and charitable events, prioritising student wellbeing, and ensuring smooth transitions between our pre-school and high school settings and between our infants and primary classroom..

Our commitment to these areas has shown promising outcomes. Improved relationships with parents, have been notable. Collaborative art projects have enhanced engagement, fostering stronger connections within our school community. Notably, our attendance rates have exceeded 90%, indicative of the growing sense of belonging and pride among our students. Moreover, students feel heard and valued, resulting in increased confidence and cultural knowledge, particularly concerning Aboriginal culture among both students and staff.

This progress was achieved through various strategies. Creating platforms for student voice allowed open communication, fostering an environment where opinions are valued.. Collaborative negotiations regarding reward systems empowered students and encouraged responsibility. Cultural excursions and art workshops on country enhanced cultural understanding. Our delivery of rich, engaging lessons and hands-on experiences contributed significantly, along with regular communication with parents and inclusive school events that welcomed parental involvement in their children's learning journey.

In 2024, the schools commitment remains steadfast. We aim to continue engaging with Indigenous culture through established partnerships and promote the positive impact of our attendance rates. We plan to invite parents for curriculum workshops, further strengthening the home-school partnership. Additionally, we seek to collaborate with local health networks through the Got It program to enhance behavioural expectations, ensuring holistic support for our students' wellbeing. These steps reflect our ongoing dedication to creating a vibrant and inclusive learning community where every voice is heard and valued.

### Progress towards achieving improvement measures

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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
<b>Attendance</b>  Increase the percentage of students attending school more than 90% of the time to at least or above the school's negotiated lower bound target of 70%.	Data revealed that 76.9% of students attended more than 90% of the time, which exceeded the target of 70%.
<b>Wellbeing</b>	The Tell Them From Me survey data revealed most students indicated

<p>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</p>	<p>positive levels of wellbeing across the three domains. Small cohort numbers precludes the publishing of actual percentages.</p>
<p>School assessment in the School Excellence Framework shows improvement from <i>Delivering</i> to <i>Sustaining and Growing</i> in the elements:</p> <ul style="list-style-type: none"> <li>• Learning culture</li> <li>• Wellbeing</li> </ul>	<p>The school is Sustaining and Growing in the elements of Wellbeing and Learning Culture.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$33,012.67</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next through a collaborative planning process</li> <li>• Knowing, valuing and caring for all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the APC&amp;I to support the implementation of the new curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have been given additional time to collaborate under the guidance of the APC&amp;I to implement the new curriculum. This allowed staff the time to work under guidance to understand the new curriculum. K-2 students have begun learning the content from the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Replicate the model to ensure successful implementation of the 3-6 curriculum while supporting new school staff to implement the K-2 curriculum.</p>
<p>Aboriginal background</p> <p>\$11,248.53</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing, valuing and caring for all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Community art project.</li> <li>• Whole school cultural learning experiences on Country.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff and students experiencing rich and authentic cultural experiences delivered by Wiradjuri people on Country. Giving a whole school knowledge and understandings of traditional practices, languages, arts and foods. Community art project increased relationships with Aboriginal families and brought the community together to create art work for the school grounds. Establishing a sense of belonging amongst students who completed story poles that will have a significant prominence in the school grounds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop a even year odd year scope and sequence for bi-annual scope and sequence for cultural experiences and excursions.</p>
<p>Low level adjustment for disability</p> <p>\$28,059.78</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$28,059.78</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next through a collaborative planning process</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The learning and support teacher has been able to run and develop support programs for individual students, whilst also assisting teachers with strategies that can be implemented in the classroom to ensure students are adequately supported in their learning journey.  All students were able to be screened from K-6 by a Speech Therapist. Students who were identified in need of support were provided with ongoing weekly therapy sessions to improve their speech, which showed improvements in students vocab range in the early years, and positive gains in spelling ability in our senior year.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Learning and Support teacher will continue to support staff with strategies to implement in the classroom as well as developing resources and running intervention programs to ensure continuation of learning.. News students arriving into the school will be screened at the commencement of the school year to ensure early intervention is received..</p>
<p>Location</p> <p>\$16,208.92</p>	<p>The location funding allocation is provided to Weethalle Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing, valuing and caring for all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Supporting the school with additional teacher allocation has ensured that we can maintain two classrooms. One class focusing explicitly on the early years curriculum while the other classroom explicitly focus on the primary school years 3 to 6. This has allowed direct explicit instruction in both classrooms, allowing daily routines to meet the specific learning needs that these specific learning ages require. It has also significantly reduced teacher workload by minimising the need to plan across the curriculum k-6 in the one room.  Using remaining funds to subsidise our school excursions has ensured equitable access to all opportunities offered through excursions and incursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  We will continue to maintain two learning environments within the school for years k-2 and years 3-6..  Remaining funds will continue to be used to subsidise incursions and excursions to ensure equitable access across the school.</p>
<p>Professional learning</p> <p>\$6,531.16</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>Professional learning</p> <p>\$6,531.16</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next through a collaborative planning process</li> <li>• High Impact Teaching Practice</li> <li>• Knowing, valuing and caring for all students.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased time for collaboration between staff, APC &amp; I and Curriculum Support Unique Settings team. Allowing staff to meaningfully plan and implement the strategies and guidance that they received through structured professional learning opportunities. This led to an increase of professional learning being evident in classroom practice, whilst being implemented with fidelity and confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning will be continued to be allocated at regular intervals to ensure time for meaningful collaboration and implementation of professional learning.</p>
<p>QTSS release</p> <p>\$3,314.30</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next through a collaborative planning process</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Maintaining a k-2 learning space focused on the delivery on early years curriculum and 3-6 space focused on delivering the primary curriculum. This allowed for the successful integration of the curriculum K-2 whilst maintain a focus on existing curriculum in the 3-6 classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With the introduction of the new curriculum and clear difference in teaching styles required for the primary and infants space we will continue to support the use of this funding to ensure separate learning spaces for our primary and infants cohorts.</p>
<p>COVID ILSP</p> <p>\$12,452.37</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for</li> </ul>

COVID ILSP

\$12,452.37

small group tuition groups/monitor progress of student groups]  
• providing targeted, explicit instruction for student groups in literacy and numeracy

**The allocation of this funding has resulted in the following impact:**  
Student gaps in phonological awareness and phonic knowledge were closed which supported an increase in students abilities in both focus areas along with improvements of up to 10 words per minute in reading fluency using age appropriate texts.

**After evaluation, the next steps to support our students will be:**  
The model of small group tuition will continue for students who are falling behind stage outcomes, with an emphasis on ensuring all students transition from year 2 into 3 with consolidated understanding of Phonological awareness, phonic knowledge and word recognition.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	4	8	3
Girls	13	11	11	10

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.2	94.8	87.6	90.0
1	97.5	94.3	87.8	
2	100.0	94.7	87.0	93.9
3	80.9	100.0	88.9	100.0
4	96.2	80.5	91.5	97.2
5	97.8	89.5	66.4	96.1
6	97.4	94.3	92.6	88.0
All Years	93.6	90.2	84.3	93.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	0.53
Learning and Support Teacher(s)	0.1
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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	173,848.88
<b>Revenue</b>	548,646.13
Appropriation	539,310.64
Grants and contributions	8,510.23
Investment income	770.26
Other revenue	55.00
<b>Expenses</b>	-510,887.28
Employee related	-456,007.57
Operating expenses	-54,879.71
<b>Surplus / deficit for the year</b>	37,758.85
<b>Closing Balance</b>	211,607.73

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	72,321
Equity - Aboriginal	11,249
Equity - Socio-economic	33,013
Equity - Language	0
Equity - Disability	28,060
<b>Base Total</b>	391,993
Base - Per Capita	4,945
Base - Location	16,209
Base - Other	370,839
<b>Other Total</b>	49,803
<b>Grand Total</b>	514,117

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023 Weethalle Public School sought the opinions of parents, students and teachers. The school considered feedback through school generated surveys for each group.

The school community was asked to respond to four questions, What was successful? What do we need to change? What do we need to adopt? and What do we need to abandon? Students were given additional questions to assess wellbeing and positive engagement at school.

### Parents:

All parents reported that they valued the time to meet with their child's teacher at frequent intervals throughout the year to discuss their child's learning and set goals for future learning.

Parents commented that they felt the highlight of the year was the increased opportunities to learning about and experience indigenous culture. Indicating that our excursion to Narrandera Sandhills Artefacts and our Story Pole artworks were rich and valuable experiences for their students.

### Teachers:

Increase time for collaboration and reviewing of students data was highly valued by all staff, indicating that the time allocated was sufficient to allow them to work with student data on a deeper levels to drive learning in the classroom.

Professional Learning and guidance from the Curriculum Support Unique Settings increased staff ability to use Data to inform practice and gave staff a new confidence in working with PLAN 2.

All Staff accredited the School Support Unique Settings and ongoing professional learning to their increase in knowledge of how to use data effectively to inform their teaching practice, and were now using data more efficiently in their teaching practice to monitor student progress and set future learning goals.

### Students:

A high percentage of students Indicated that regular excursions were an important and fun part of coming to school.

All students indicated that they had a voice in the school and that if they needed an adult to talk to they could identify someone within the school.

A large percentage of students indicated that we need to update our playground equipment or get additional items of equipment in the playground..

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.