School context

Weilmoringle Public School is situated in far north-western NSW and is part of the Western Plain Network. The school focuses on providing quality learning opportunities for all children by providing programs that value and support the individual learning needs of each student. We have a commitment to ensure that quality learning and teaching are the central focus of our classroom. Weilmoringle PS receives equity funding and in 2013 there were 12 students (100% Aboriginal).

The school is staffed with: a teaching Principal, a full-time Aboriginal Education Officer, a temporary teacher who does Release from Face to Face Teaching (RFF) and team teaching as part of Equity funding and Low SES NP (total 1 day per week), Senior Administration Manager (five days a fortnight), Learning Support Officer (part time, supported through Equity and Low SES NP funding) and a General Assistant (7 hours per week.)

A common small school’s Literacy Program continues to be implemented for all years and Kindergarten to Year 2 will continue to use the Jolly Phonics/Grammar program and Multilit. For numeracy, the Maths Plus program will continue to be implemented across all stages. Many technologically-based programs were implemented across all KLA’s.

Principal’s message

Weilmoringle Public School continued to provide quality teaching programs tailored for individual student needs. The school received support from the wider school community throughout 2013 with several fundraising events including Blue Light Disco, raffles and a Book Buddy Program with Mosman Prep.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Margarete Coddington

P & C message

2013 has been a very dry year with little or no rain recorded. We only hope 2014 will change for the better weatherwise. There have been some good falls in the district but yet the rain hasn’t got to Weilmoringle yet!

The P&C was reasonably active with meat raffles and various fund raisers. We didn’t have our fete this year due to lack of helpers and unforeseen circumstances. Therefore we have got some ideas up our sleeve for 2014.

Two students completed year 6 for 2013. Charlie is settling into St Scholastica’s in Glebe and Rosie has also settled into Red Bend Catholic College Forbes. We wish the girls every success for the future.

The School yard is looking very smart with the new turf being put down through the Xmas period and students enjoying the progeny from the vegie garden. It gives everyone a sense of pride in the school grounds.

I would like to thank all P&C Members for their support over the year and look forward to working with you in 2014.
Student representative’s message

There were many things I did during my last year at Weilmoringle Public School that I really enjoyed.

I liked when I went to Sydney because I got to meet lots of different school kids my age. I liked when we went on the boat under the Harbour Bridge and we climbed up the side of the boat and even though it was hard with all the waves hitting the boat, it was fun.

When we went to the Gold Coast for our excursion, I had so much fun going on all the rides and they were scary but fun at the same time. The ride I liked the most was the Mega Drop at Dreamworld.

We had many trips to Bourke during the year and on one trip we went to the river and did canoeing. I was in a boat with Corey and we almost fell out in the water. It was a very hot day.

One day we had lots of rally cars come through Weilmoringle and it was great. They had mad cars and costumes and I liked the car with Shrek on the top, it looked cool and had grass inside it.

I hope everyone has a great 2014 at school because I miss going to Weilmoringle Public School but I was looking forward to going to a bigger school.

Rosie Annis-Brown
In 2013 the school operated on establishment with a composition of 50% Indigenous.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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</tr>
<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
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</tr>
<tr>
<td><strong>Total income</strong></td>
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</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
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</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Arts
Throughout the year the students completed a wide variety of artworks using paints, crayons, paper mache, charcoal and pencils. They entered several colouring in competitions including a Helmet Competition and Otitis Media Day. Students completed crafts for Mother’s Day, Easter and Father’s Day as well as decorating the hall for the end of year presentation.

Sport
During the year students competed in the small schools swimming and athletics carnival, district swimming, cross country and athletics carnival. On all occasions, students participated in competitive and non-competitive events and at all times they showed great sportsmanship. Many runner-up and age champions were won by our senior students in all sports and several students qualified to compete at Regional level in athletics and cross country.

At the beginning of Term 2 four of our students headed across to Bourke to compete in the Outback Football Challenge. They combined with students from some of the Bourke schools to make up a team.
Other

Small School Super Camp

At the end of term 1, 10 small schools combined to participate in a camp at Nyngan. Students were put into stage-appropriate groups and learnt how to use technology programs such as Claymation, Paint, Techtunes and Postcards. During the environmental education workshops students were given the opportunity to use GPS co-ordinates for a scavenger hunt, cooked garlic bread in a solar oven and learnt about the importance of the water cycle. Workshops were undertaken in circus skills and tennis as well as drama and visual arts. Overall the camp was a great success allowing students to develop extra-curricular skills as well as being given the opportunity to interact with students from other communities.

Mosman Prep Book Buddy Program

In 2013, Weilmoringle Public School teamed up with Mosman Preparatory School for a book buddy program. All children in the community received a book each term kindly donated by the Mosman Prep wider community. As a cultural exchange, 25 Year 5 boys and staff travelled to Weilmoringle and spent three days learning about Aboriginal culture and life in a small, rural town. Some of the activities included booglie fishing, cooking johnny cakes and an emu in the hole, learning about the significance of sacred Aboriginal sites such as a scar tree and meeting places and going to a small school. They presented the children of Weilmoringle with their books and enjoyed shared reading. Both schools have agreed to continue this program in 2014.

Significant programs and initiatives

Aboriginal education

During the year, all students were given the opportunity to contribute to their Personalised Learning Plan along with the Principal and their parents/carers.

Early in the year our AEO, Ms Lesley Annis-Brown organized a Closing the Gap day that involved interagency and community participation. The theme was based around healthier lifestyles and involved a 1km walk followed by a morning tea prepared by the students. Ms Annis-Brown also organized a Teddy Bears’ Picnic where students brought their favourite teddy/toy and snack to school to share with their families.
During Term 3 the whole school travelled to Goodooga CS for the Indigenous Games participating in over a dozen different games involving team and individual efforts. Rosie Annis-Brown was in the winning team for the day.

**Multicultural education**

In 2013, the CWA country of study was Morocco. Whilst studying the unit on Morocco, all students were given the opportunity to improve their research skills using the internet and compared life in Morocco to life in Australia. Students worked in groups to complete a poster and topics included geography, religion, sports, culture and food. Students also built replicas of a Moroccan house.

**Transitional Equity Funding**

This year the funding was used to support the school’s literacy and numeracy targets. Supplementary staffing was used to support students in the classroom, in stage groups, for explicit literacy and numeracy teaching strategies. The classroom focus, with all stages, was the continued teaching of reading and writing using the Small Schools Literacy continuum and with Early Stage and Stage 1 students, Jolly Phonics and Grammar as well as Multilit.

One of the strategies that had a positive effect on our students’ performances was the employment of a School Learning Support Officer who worked in class during literacy and numeracy lessons. This reduced the student to teacher ratio, thereby enabling more individualized tuition.

Funds were also used to enhance students’ access to a wider range of curriculum and learning experiences as well as giving them the opportunity to learn collaboratively with a wider range of peers:  
- At the end of Term 1, the whole school attended a Small Schools Super Camp which gave students the opportunity to participate in tennis, computers, art, environmental education, circus skills and drama activities.
- Students and staff attended sports carnivals and a whole school excursion which gave them the opportunity to experience extra-curricular activities that are not easily accessible in a small, school setting.

**National partnerships and significant Commonwealth initiatives**

- The partnership mentor position has been an invaluable resource to our school and its evaluation process. Our mentor provided professional development in many areas of leadership based on a small school setting.
- With increased funding available from NP, classes were divided on a more regular basis (K-2/3-6) providing greater opportunities for students to achieve their stage-appropriate outcomes. Staff were trained in evidence-based approaches including Multilit, Reading Recovery for small schools and Best Start Literacy and Numeracy Strategies providing tailored learning opportunities for identified students.
- Partnership funding has enabled all staff at the school to enhance their knowledge of Aboriginal culture through participation in cultural awareness and Aboriginal pedagogies professional learning. This has developed our capacity to engage with the broader community.
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- An evaluation was carried out on Teaching – Planning and Implementation. All teaching and non-teaching staff were consulted throughout the year on the effectiveness of teaching programs and where improvements could be made. Teaching programs were updated on a regular basis to include the interests, experiences and knowledge of all learning groups in the school with a focus on quality teaching. Teaching staff used SMART data and individual records of student assessments to select teaching and learning activities that enabled progression within an outcomes framework.

- The curriculum area of Personal Development, Health and Physical Education (PDHPE) was evaluated. A review was carried out which included an audit of all PDHPE resources in the school and information gathered on teaching programs and assessments. It was identified that the PDHPE program was being undertaken in an ad-hoc manner with no set scope and sequence for the different components. Despite the availability of a great variety of resources, some areas were not being covered in the curriculum. Planning was undertaken by teaching staff to develop a scope and sequence for PDHPE with help from various external providers.

School planning 2012—2014: progress in 2013

School priority 1
All Stage 1 students meet western region benchmark in reading in 2013

Outcomes from 2012–2014
All students to demonstrate high levels of achievement in literacy.

Evidence of progress towards outcomes in 2013:
- Half the K-2 students were on track to achieve the target.
- Students undertaking Multilit lessons were showing sound progress towards improving their word attack skills and sight word recognition.

Strategies to achieve these outcomes in 2014
- To introduce a specific reading program for Stage 1 students having difficulty with reading.
- To continue to adapt and refine explicit teaching strategies to address Best Start data for each student group.
- To employ personnel to work more closely with Stage-specific groups to deliver stage-appropriate curriculum.

School priority 2
To have all Year 3 & 5 students achieving above the NAPLAN Reading National Minimum Standard in 2013.

Outcomes from 2012–2014
All students to demonstrate high levels of achievement in literacy.

Evidence of progress towards outcomes in 2013:
- Students undertaking Multilit lessons were showing sound progress towards improving their word attack skills and sight word recognition.
- In the SA Spelling Test 75% of students improved their spelling age in the 12 month period with 50% of students improving their spelling age by over 12 months.

Strategies to achieve these outcomes in 2014:
- To employ personnel to work more closely with Stage-specific groups to deliver stage-appropriate curriculum.
- Teachers to continue to improve their ability to adapt and refine explicit teaching strategies to address SMART data for their student group.
School priority 3
Students in Stages 2 & 3 will achieve targets as registered in individual Personalised Learning Plans.

Outcomes from 2012–2014
All students to demonstrate high levels of achievement in numeracy.

Evidence of progress towards outcomes in 2013:
• By the end of the year most students had achieved their individual targets as set out in their plans.

Strategies to achieve these outcomes in 2014:
• Continue to implement Best Start Initiatives including training in TEN
• Use analysis of SMART data to inform teaching programs.
• Support explicit teaching of numeracy concepts for each stage by employing personnel to work more closely with Stage-specific groups to deliver stage-appropriate curriculum.

Professional learning
In 2013 staff attended professional learning activities including Regional Principal Conferences, Every School Every Student workshops, NSW Primary Principal Association State Council meetings and combined small schools Staff Development Days.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• parents/carers would like to continue being invited up to the school for assemblies and in-class activities.

• the whole school community was generally happy with the functioning of the school and the fundraising events undertaken throughout the year.

• staff would like to continue attending professional development workshops in identified areas of need.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Margaret Coddington – Principal
Judith Neale – School Administration Manager
Lesley Annis-Brown – Aboriginal Education Officer
Cilla Thompson – Community Representative

School contact information
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Web: www.weilmoring-p.schools.nsw.edu.au
School Code: 4305

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: