Introduction

The Annual Report for 2015 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 school 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.

Margarete Coddington (Principal)

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Message from the Principal

I am proud of the academic and non-academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Weilmoringle Public School enjoys continued support from our parents and the local community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balanced and genuine account of the school's achievements and areas for development.

Margarete Coddington (Principal)

School background

School vision statement

Weilmoringle Public 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 are committed to ensuring that quality learning and teaching are the central focus of our classroom. Students will participate in engaging, enjoyable learning experiences, while endeavouring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide academic, professional and social learning opportunities for students, staff and parents.

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 2016 there will be 14 students (100% Aboriginal) at Weilmoringle PS. Weilmoringle Public School benefits from equity funding which is used to support students in all Key Learning Areas. Through Early Action for Success the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored intervention in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K-2 students.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of learning our focus has been primarily on Learning Culture and Curriculum and Learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The relationship between students is more positive and respectful both in and outside the classroom which has led to increased levels of engagement in all areas of the curriculum. With the introduction of a School Leaders program, senior students are taking more responsibility for their actions and mentoring the younger students ensuring good conditions for student learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parent/carers are increasingly involved in planning and supporting their learning directions.

In the domain of Teaching, progress has been made in the areas of Collaborative Practice and Learning and Development. As a small school it was important to collaborate with similar schools in our network to develop common programs and share expertise within our staff. Teachers actively shared learning from targeted professional development with others and the importance of data analysis to inform decision-making has been embedded in school practice. There was a particular focus on improved teaching methods in literacy and numeracy for the early years of schooling as part of the Early Action for Success strategy which has developed a teaching culture that is moving student learning to a new level.

In the domain of Leading, our priority has been to strategically use School Resources to achieve improved student outcomes. Based on individual student needs, staffs were employed to assist with different levels of intervention and resources were purchased to support learning. The allocation of funds were based on professional development plans which were aligned to the school plan.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Student Learning

Purpose

We will improve student learning through the development and delivery of consistently high quality teaching practice whilst supporting their emotional, social, physical and spiritual wellbeing.
To improve students’ performance through targeted support.

Overall summary of progress

Our school-wide approach in determining which students require extra support with their learning has enabled us to provide the appropriate level of intervention in literacy and numeracy. Teachers have deepened their knowledge of the learner and the necessary point in time literacy and numeracy learning for all students through professional learning.

Parents and carers were informed of the school’s literacy and numeracy programs through formal and informal conversations and provided with a sample of strategies to support their children’s learning at home.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Students will progress on the literacy and numeracy continuums in line with or above their stage-appropriate outcomes | ▪ 80% of K-2 students progressed one cluster marker on the literacy and numeracy continuums.  
▪ 75% of Year 3-6 students progressed one cluster marker on the literacy and numeracy continuums. | <$>
| | | $11 000  
EAfs  
$17 550  
Socioeconomic funding  
$2400  
Aboriginal Background funding |

Next steps

▪ Staff will continue to plan systematic and explicit (modelled, guided, independent) teaching and learning activities to support student literacy progress across the curriculum.

▪ Staff will undertake ongoing professional discussion and reflections, focusing on using their deep understanding of the aspects of the Numeracy continuum K-10.

▪ Communication strategies for parents and carers will be improved to build an awareness of the school processes to support individual learning as well as provide more hands-on workshops for parents and carers to support their children’s learning at home.
Strategic Direction 2

Professional Practice

Purpose

We will promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Overall summary of progress

Teachers and school leaders were provided with high quality professional learning based on their individual Performance and Development Plans that ensured they had the expert skills and knowledge to implement personalised approaches to learning to effectively use assessment to improve student outcomes in literacy and numeracy. Training was undertaken in Language, Learning and Literacy (L3) and ongoing professional development was provided for the new History and Geography syllabi.

Regular collegial professional sharing sessions were undertaken with all staff including non-teaching staff which created an environment where all staff learnt from each other in a variety of settings. As a result, the knowledge, skills and understandings of all staff was improved and driven by the needs of the students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.</td>
<td>▪ All teaching staff developed Performance and Development Plans aligned to the goals within the school plan.</td>
<td>$750 Teacher Professional Learning</td>
</tr>
<tr>
<td>Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.</td>
<td>▪ 50% of teaching staff attended L3 training. All staff attended the combined Staff Development Days to undertake mandatory training.</td>
<td>$1500 EAfs</td>
</tr>
</tbody>
</table>

Next steps

▪ Provide support in the development of expert knowledge in literacy and numeracy learning as well as data management, planning and target setting to better plan ongoing student learning growth.

▪ L3 and Targeting Early Numeracy (TEN) professional training provided to the rest of the teaching staff.

▪ Staffs continue to deepen their understanding of the new English, Mathematics, Science, History and Geography syllabuses.
Strategic Direction 3
School Community Engagement

Purpose
We will establish more effective partnerships with families and build community identity. To support and develop a community of successful learners, confident and creative individuals and active and informed citizens.

Overall summary of progress
Staff, students and the wider school community worked collaboratively over the year to establish good communication channels and develop a positive culture of learning across the school.
Throughout the year, all community events held at the school were well attended as well as P&C meetings. School leaders were given the opportunity to attend several leadership camps which resulted in a stronger student voice throughout the school and the implementation of a School Action Plan.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased parent participation in the P&amp;C and school-home partnerships.</td>
<td>▪ Parents and carers attended P&amp;C meetings on a regular basis and were informed of the school’s annual review process. Personalised Learning Plan (PLP) meetings were well attended throughout the year.</td>
<td>&lt;$&gt;</td>
</tr>
</tbody>
</table>
| Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation. |  ▪ All students were provided with opportunities to attend school camps, sporting and cultural events throughout the year.  
  ▪ All school leaders were given the opportunity to develop their emotional resilience, confidence and proactive leadership behaviours. | $5000 Equity       |

Next steps
- Introduce strategies to encourage more parents/carers to become more active in their children’s learning and contribute to the school planning and review processes.
- Through the EAfS strategy, parents and carers will be offered a volunteers course to support literacy/numeracy in the early years of schooling.
- The school will continue to provide leadership opportunities for our school leaders.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**                             | - All students have a Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. Increasing numbers of parents were involved in the development and monitoring of the PLP.  
- During 2015, flexible funding was used to provide speech therapy sessions for several students to improve their learning outcomes.                                                                                                           | $61,587  
Aboriginal Education Officer  
$2400  
Flexible funding                                                                                       |
| **English language proficiency funding**                     | - No funding received                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
| **Targeted students support for refugees and new arrivals**   | - No funding received                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                             |
| **Socio-economic funding**                                   | - Funding was used to employ additional teacher and support staff to increase the effectiveness of classroom and school organisation. Students’ level of participation and engagement in learning increased through targeted support and programs.                                                                                                   | $10,050  
Classroom teacher (0.1)  
$17,550  
Flexible funding                                                                                     |
| **Low level adjustment for disability funding**              | - All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.  
- Students and parents/carers were engaged in consultative and collaborative processes to personalise learning and support reflecting student needs.                                                                                                                          | $10,500  
Classroom teacher (0.1)  
$1,031  
SLSO                                                                                                      |
| **Support for beginning teachers**                           | - No funding received                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                             |
| **Other school focus areas**                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| **Early Action for Success**                                 | - In 2015 Weilmoringle Public School received EAFS funding to improve students’ literacy and numeracy skills through a targeted approach in the early years of schooling. Funding was used to purchase resources, assist in the training of staff and provide support for targeted interventions for students who have been identified as being at risk of not meeting minimal benchmarks in literacy and/or numeracy. | $4,052  
Innovation grant  
$1,500  
Training grant  
$11,595  
Teacher allocation (0.1)                                                                                               |
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student attendance profile

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 the school operated on establishment with a composition of 50% Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>33%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>16%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Weilmoringle Public School in 2015. With the release of a different funding model and the introduction of the Early Action for Success strategy, this was a focus area for us.

Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>134359.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>57628.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62519.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18734.49</td>
</tr>
<tr>
<td>Interest</td>
<td>1882.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>275125.15</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       |            |
| Key learning areas        | 5915.94    |
| Excursions                | 6532.02    |
| Extracurricular dissections | 21079.14  |

| Library              | 125.00     |
| Training & development | 815.13     |
| Tied funds           | 40319.55   |
| Casual relief teachers | 442.67     |
| Administration & office | 11561.64  |
| School-operated canteen | 0.00       |
| Utilities            | 10335.99   |
| Maintenance          | 12289.26   |
| Trust accounts       | 0.00       |
| Capital programs     | 0.00       |
| Total expenditure    | 109416.34  |

Balance carried forward | 165708.81
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. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents/carers hope their child will become confident, resilient and well educated while at Weilmoringle Public School.
- They support continuous acknowledgement of all achievements, academic and otherwise.
- Parents/carers would like to continue to be involved in the decision making processes of the school and continue to be active participants in their children’s education.

Policy requirements

Aboriginal education

Weilmoringle Public School received Aboriginal background funding in 2015. Our plan included:

- At the beginning of each semester all students were given the opportunity to set academic and social goals in their Personalised Learning Plan along with the Principal and their parents/carers.
- Our Aboriginal Education Officer was employed to support Aboriginal education and students through learning support.
- Integration of culturally significant activities in teaching programs.

Multicultural Education and Anti-racism

In 2015 there was an increased focus in school programs promoting intercultural understanding and skills. Some aspects covered included refugees, Italy, Asian culture and days of significance in Australian history including ANZAC Day and Remembrance Day.

All staff is aware of the Anti-Racism Policy and our school Anti-Racism Contact Officer (ARCO) will be retrained in 2016.

Other school programs

- **Student leadership**: In 2015 our school leaders attended a Primary Future Leaders Camp at Lake Burrendong. Students took part in a range of workshops and activities designed to build their knowledge and experience in communication, problem solving, critical thinking, decision making, goal setting and action planning. They discovered the difference between popularity and leadership and developed a School Action Plan which involved creating a ‘Happier School’.

- **Environmental education and sustainability**: As part of our school leaders program, one of our years 6 students attended the Leaders of the West camp at the Warrumbungles Environmental Education Centre. On return to school, all our leaders were given the task of undertaking an energy audit based on areas where energy is wasted and where improvements can be made. A final report was presented to the school community.