

Whian Whian Public School Annual Report



2016



2980

Introduction

The Annual Report for **2016** is provided to the community of **Whian Whian 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.

Our three strategic directions are an indication of the focus areas for our school in the planning period from 2015–2017.

These strategic directions emphasise that our school values the connection that has been formed with the Big Scrub Community of Schools and the opportunity this collaboration provides. The maintenance of this association secures greater opportunities for our students in sport as well as academic extension. Staff also benefit from this association as opportunities for collegiate development is made available.

A safe and secure environment allows us to nurture a culture of participation in our students, staff and community.

As such a small school, each of our students are individually catered for. Their strengths and needs are considered heavily in our planning.

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School background

School vision statement

At Whian Whian Public School:

Everything we do is tailored to meet the needs of our students.

We foster a culture of participation and risk taking within our students and encourage parents and other community members to join us in promoting that culture.

Our motto is "Creative and Caring".

School context

Whian Whian Public School has a small, active community. The backgrounds of the people in the community are very diverse. The school is the centre of the community with a high level of involvement from many community members, including those with no students currently attending our school.

Whian Whian Public School has an enrolment of 16 students as of March 2016. The K–6 students work in small groups and also together as a whole class. They are involved in a great variety of activities, in and out of class.

Our school provides the opportunity for all students to participate in meaningful learning experiences in an environment that is safe secure and supportive.

Our Kinder to Year 2 classes are specifically structured in very small groups for Literacy and Numeracy. Our Gardening and Environmental Education programs are supported by community members in collaboration with Land care and the nearby Environmental Education Centre.

Our links with the very strong Big Scrub Community of Schools provides our students with greater opportunities. These are in sports such as Cross country, Swimming, Athletics as well as team sports in state knockouts.

Co-operation with schools in our Learning Community provides all Whian Whian students with the opportunity for extension activities and interest programs each term. This is also an important aspect of our "transition to high school" program.

Our planning provides the opportunity to include all students in all planned activities, which is rarely the case in larger schools. Collaborating with neighbouring schools exposes students to further opportunities in a virtual "big" school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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. It was reinforced that, as a small school our students are treated very individually. They are assessed regularly. Teachers discuss the progress and needs of students regularly and this is reported to parents. This needs more systematic recording in 2017. Teachers participate in professional learning often provided through CoS for colleague led training. Training will be more tightly aligned to the PDPs and new school plan in 2017. Teachers at our school adhere to professional standards required, but all teaching staff need to become more familiar with the descriptors for accreditation.

An area of strength identified during self-assessment was in the high community involvement in our school. Parent and community led programs are an important opportunity for students to experience activities as part of the community more meaningfully. Older students take on leadership roles. We have strong links with the Community of Schools. This gives our students the opportunity for enrichment, social contact and a smoother transition into High School.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-frameworkstaff>

Strategic Direction 1

Whian Whian Public School is part of a collaborative, innovative learning community connecting small schools.

Purpose

To increase educational, social and personal growth by providing co-ordinated opportunities through interaction within the community of schools for students, staff and school communities.

To build confidence, capacity, leadership and sustainability for students and staff.

Overall summary of progress

As part of the Big Scrub Community of Schools Whian Whian Public School students are offered opportunities in sport, social engagement as well as a range of enrichment events throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maximum engagement in all opportunities offered by the learning community. A greater number of Students will be willing to participate in a wide range of activities and at a more meaningful level.	100 percent of students accepted the opportunities offered to them. This year, the implementation of the Community of Schools Enrichment opportunities was very successful based on the responses of parents and students.	There are no funds required for these events.
Students and parents report satisfaction with the transition to High School.	Students from Whian Whian have experienced successful transitions to High School. Students with special needs have extra transition opportunities and these have also helped smooth transition.	No funds required.
Staff participation in collegiate meetings is increased. The leadership of these meetings is developed. More staff members are willing to lead this learning.	Training is achieved. Some staff members regularly led training opportunities and shared ideas at these collegiate meetings.	TPL funds for teacher release.

Next Steps

Students will be offered every possible opportunity for enrichment activities within the Community of Schools. This will include social, personal, sporting as well as academic. Engagement is high in these opportunities. We would hope that 100 percent of students take these opportunities. This will help to smooth the transition period from Stage 3 to stage 4. Staff members will be encouraged to build capacity to share expertise with colleagues of the Community of Schools and lead Professional learning when opportunities arise. It would be hoped that the PDPs of staff would capitalise on the opportunities for Professional development available within the Community of school.



Strategic Direction 2

Whian Whian Public School promotes a positive culture within the school and community.

Purpose

All members of the school community should feel confident that their efforts are recognised and appreciated. Successes need to be genuinely recognised. The recognition of the efforts of all members is vital in fostering a dynamic situation for all to learn and work in.

Overall summary of progress

Students learn in a safe and secure environment. The willingness to take risks in order to learn is a culture we value. Parents and community members are encouraged to join us in this culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student behaviour and willingness to engage will guide the evaluation of this strategic direction. Confidence will reflect the feeling of security and therefore the willingness to take risks.</p> <p>This will be assessed on an individual basis and learning experiences provided to cater for the level of success for each student.</p> <p>Staff report improvement in individual student learning outcomes in specifically identified areas.</p>	<p>These community led programs are valued by students, staff and parents. These programs will continue in 2017. They will have a more substantial celebration built in next year. This will reinforce that learning is life long. Evaluation showed that the programs were very valuable. The celebration was done, but not in a way that really justified the contribution these programs made to the year. This will be better next year.</p>	<p>P & C support with the small amount of required funding.</p>

Next Steps

As community members are increasingly invited to model their love for life long learning and passion for personal interests, students will be more willing to take these risks as well. The culture of full participation without fear of failure or ridicule is one we need to remain vigilant in. Communication with parents is key. A complete buy in by the families and students is necessary for this culture of security to exist. This is an area to focus on in the next planning phase.

Staff should lead this. They will be encouraged to celebrate not only the successes of student achievement but equally, the attempts, the persistence and resilience of the learner, be they child or adult.

Community led programs will be at the heart of this culture. These will need to be valued by the school and community and supported adequately. A meaningful celebration will follow the programs.



Strategic Direction 3

Whian Whian Public School caters to the specific needs and strengths of students.

Purpose

The students at Whian Whian Public School will have their needs catered for and their strengths identified and nurtured.

Students will be encouraged to build on their prior knowledge and use new learning to grow and develop. Students'

background, including areas of interest is important. The acknowledgement of these interest areas will motivate the students and encourage participation from families.

Overall summary of progress

Students have been supported in learning in areas of interest and also special needs. They are able to utilise the opportunities available through the Community of Schools to work on their strengths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieve learning goals. Literacy and Numeracy continuums guide planning and assessment.	Students are beginning to become aware of the continuum. Use of cluster markers are embedded in weekly writing program.	No extra funds required.
Students are aware of progress and building capacity to take responsibility for their learning.	With the growing understanding of the use of the continuum, students are using some of the language and beginning to understand some aspects to plan their learning.	
A greater level of meaningful student engagement will signify success in this strategic direction.	Students are demonstrating higher level engagement in areas where they have controlled aspects of their learning.	

Next Steps

In achieving strategic direction 3, we need to cater for strengths, personal interests and special needs of students.

Students will be encouraged to develop identified strengths through opportunities in the Community of schools and also outside agencies or organisations. Students will also be encouraged to discover strengths that were previously unidentified.

Projects will be programed, based on the interests of students. Work in traditional class time will be used to explore topics identified by the student and as a result, high engagement will be experienced. Aspects of literacy learning will be based on topics of the student selected project.

Students with special needs will be catered for. There will be a massive change in this need at Whian Whian for 2017. A student with a very severe need for speech therapy will be starting with us, so the needs of that student will require special training and support. Another student with very severe autism joins our school. The adjustments we will be making for him will impact on our school. It is expected the learning the students will experience regarding empathy and social skills will be greatly enhanced with the addition of our new friends.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Funds from our two key funding initiative areas for our small school were combined to allow for the support the employment of a teacher for two days each week. Students with learning disabilities are supported in regular classes in this way.	<ul style="list-style-type: none"> • Low level adjustment for disability (\$10 960.00)
Socio-economic background	Students were supported by these initiatives in reducing the size of literacy and numeracy groups. This has benefited all students.	<ul style="list-style-type: none"> • Socio-economic background (\$1 577.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	9	11	9	9
Girls	7	5	9	9

Enrolments were stable for Whian Whian Public School this year. Families are a combination of multi generational families and others recently arrived. All of our students are from within our small "zone".

We have a small cohort in Yr. 6 for 2017, so student numbers should remain similar.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.1	97.8	92.5	95.7
1	86		95.8	92.5
2	92.5	91	97.8	92.5
3	87.4	96.7	94.1	92.6
4	92.6	93.5	100	95.7
5	94.9	96.7	96	97.8
6	98.4	96.2	96.2	97.3
All Years	92.8	95.6	95.2	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5		93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance is acceptable for our students this year. Unfortunately, a small proportion of families encountered family issues which inevitably impacted on the attendance of their children. We are working to ensure parents are aware of the impact of missing time at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0

*Full Time Equivalent

No staff member at Whian Whian Public School identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Teacher Professional learning was mainly achieved through the Community of Schools. This reduced expenditure. Staff members attended most Community of Schools meetings each term. There is one casual teacher who is maintaining accreditation at proficient.

Our staff development days were attended by all teaching and non-teaching staff and were used for mandatory training in Child protection, CPR, Anaphylaxis, Code of conduct. Teaching staff also trained in Implementing Visible learning, Project based learning, WHS training and colleague led training in using the literacy continuum.

The Principal attended Network meetings and Primary Principal Council meetings as part of his professional development. Some training began in preparation for the rollout of LMBR. Finance introduction training was conducted for two staff for two days.

All TPL funds were expended in costs associated with these events and relief staff.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Plans are in place for expenditure of funds we have been saving. The installation of a covered walkway is planned, as is extra maintenance and additions to update the infrastructure to improve the appearance and usefulness of the buildings for students, staff and the community. These projects have the financial support of the P & C. Improvement to the Science and Technology resources is also an area of need that has been identified.

Income	\$
Balance brought forward	84 215.00
Global funds	40 247.00
Tied funds	26 974.00
School & community sources	2 524.00
Interest	1 620.00
Trust receipts	817.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	16 512.00
Excursions	2 287.00
Extracurricular dissections	1 730.00
Library	950.00
Training & development	1 440.00
Tied funds	27 476.00
Short term relief	473.00
Administration & office	17 673.00
School-operated canteen	0.00
Utilities	3 170.00
Maintenance	1 344.00
Trust accounts	787.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's 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.

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.

As there is such a small cohort of students in Year 3 & 5, information cannot be included in this section of the report as it would identify individual students' results. The "My School" website is available to access information regarding school performance in NAPLAN assessment.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

Parents have reported very strong support for the school this year. Their participation and contribution to the school reflects this, either directly or through the P & C or just supporting events when possible.

Staff members commented on a very busy year. They have many good ideas for the next planning phase and enthusiasm is high.

Policy requirements

Aboriginal education

Students studied the history of different nations of indigenous Australia during an excursion to Canberra. A visit to the national museum and gallery was a highlight for the students.

Students learnt the relevance of the acknowledgement to country they use at each assembly.

Aspects of the schools CAPA program reflected the students learning in this area.

Students participated in the annual NAIDOC celebrations held at the local showground by the council in co-ordination with the local AECG. Students experienced food, art, music and games of the local Aboriginal nation.

Multicultural and anti-racism education

As part of our kitchen garden and cooking activities at Whian Whian Public School, students are introduced to food from many cultures and the opportunity is often taken to discuss the culture along with the food the students try.

We are visited each year by students from Japan, Russia, Korea and the Netherlands. These students are participating in an English immersion unit at Southern Cross University. While the visit is taking place, both University students and Whian Whian students share information from their perspective and enjoy asking about the others' experiences.

Our school is fortunate to have students who have come from other countries. In this way, the multicultural nature of Australia is reflected in a very small but direct way, right in our school.