

# Whalan Public School

## Annual Report



2016



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## Introduction

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

Helen Polios

Relieving Principal

## School contact details

Whalan Public School

Karang Rd

Whalan, 2770

[www.whalan-p.schools.nsw.edu.au](http://www.whalan-p.schools.nsw.edu.au)

[whalan-p.School@det.nsw.edu.au](mailto:whalan-p.School@det.nsw.edu.au)

9625 9437

## Message from the Principal

It is with great pleasure that I present the 2016 Annual School Report.

Whalan Public School provides a strong foundation to lifelong learning as identified in our school vision statement. We are committed to developing students who aspire to reach their full potential and become responsible citizens that make a difference in their community and beyond.

Our dedicated and committed staff provide quality educational programs within a safe, inclusive and supportive environment.

Students are afforded opportunities in a range of extra-curricula activities. Students engage in units of inquiry that allow them to develop a range of skills across all key learning areas to develop authentic products.

Our partnerships with the wider community have grown stronger this year and I would like to specifically thank Western Sydney University, Mission Australia and Children First for their support of our school.

I would like to take this opportunity to publicly thank the school leadership team and staff for their continued commitment to the high quality education that is present at Whalan Public School and recognise the hard work of the P & C for their active support of the school. This year, the P&C provided \$30 000 towards the refurbishment of 6 classrooms.

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

## School background

### School vision statement

*At Whalan Public School we have a commitment to building a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, and success. We embody the core values of Excellence, Equity and Humanity. These values are underpinned by community values of respect, teamwork, responsibility and independence.*

With a strong focus on quality teaching practices we work to develop students who are lifelong learners, aspiring to reach their full potential and become responsible citizens of the global community.

We strive to achieve a safe supportive environment which promotes a spirit of trust and cooperation within our school community.

### School context

Whalan Public School is located three kilometres west of Mount Druitt station. The school was established in 1967, in a new and growing public housing estate. In the 1970s the school catered for over 1500 students.

The current enrolment figure is 370 students, including 60 preschool children who attend on a part-time basis, and children in 4 support classes. Aboriginal students make up 21% the student population and 32% students come from language backgrounds other than English.

Whalan has participated in equity programs over a number of years with an emphasis on teacher professional learning and the implementation of successful and innovative school initiatives to enhance student learning. We are involved in the Early Action for Success strategy. Literacy and Numeracy are significant priorities along with student and community engagement strategies.

The school operates as a community hub, working with a number of agencies, in particular Mission Australia's Communities For Children program.

The school applies principles of Positive Behaviour for Learning, with high expectations for student behaviour and academic achievement. Our core expectation 'We are safe respectful learners' is reflected in our daily work.

As a Stephanie Alexander Kitchen Garden school our students grow, harvest and cook nutritious food. We excel in sporting and art events with student representation at state and national levels. Whalan has a successful biennial art show with all students producing artworks that show sustained effort and the implementation of the Visual Arts syllabus. On alternate years we produce a concert to highlight student performance skills and talents. Our school programs address and celebrate the Aboriginal and multicultural heritage of our community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

**In the Learning Domain** our major strengths are in our learning culture and curriculum and learning. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students' attendance.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. We encourage students to recognise and respect cultural identity and diversity, and we celebrate significant cultural events. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development and teachers differentiate curriculum delivery to meet the needs of individual students. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

**In the Teaching Domain** our school is *sustaining and growing* in all five elements. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and they provide explicit, specific and timely feedback to students on how to improve.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice and they engage the school community in reflecting on student performance data. Teachers incorporate data analysis in their planning for learning and data is regularly used to inform key decisions.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers draw on and implement evidence-based research to improve their performance and development. They are actively engaged in planning their own professional development to improve their performance and they share learning from targeted professional development with others.

Teachers are committed to their ongoing development as members of the teaching profession and they demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Our teachers regularly work beyond their classrooms to contribute to broader school programs.

**In the Leading Domain** we are also *sustaining and growing* in all elements.

Leadership development is central to school capacity building and staff have purposeful leadership roles based on professional expertise. The school has productive relationships with external agencies such as universities, business, industries and community organisations to improve educational opportunities for students. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan with monitoring, evaluation and review processes embedded and undertaken routinely.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement and there are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### LEADING FOR LEARNING

#### Purpose

**Leading for Learning** provides an ongoing focus on building skills of the school leadership team, staff and students to take responsibility for improvements in their own learning and to lead the learning of others.

Quality learning, teaching and leadership are critical to improving student learning outcomes, and it is incumbent upon us as educators to continue to build our capacity to support and develop successful learners, confident and creative individuals, active and informed citizens of the world we live.

#### Overall summary of progress

During 2016, the school:

Implemented Quality Teaching Rounds and continued to build teachers' capacity to use learning data to help them inform their practice. Additionally, each teacher implemented a personalised, in-class research project.

Provided professional learning for questions 3, 4 & 5 of *The Whalan 5* (Lyn Sharratt & Michael Fullan): How do you know you've learnt it? How can you improve? and How are you an expert learner? By focusing on weekly 'Walks and Talks', teachers attended to student learning data in order to inform their practice.

Developed an 'Expert learner framework' that details the skills of life-long learners in four areas: self-manager; resourceful learner; team work and reflective learner.

Raised the profile of student leaders in the school by implementing a comprehensive 'student leadership program' that further develops the school's 'Leadership Qualifications' for students.

Continued to work with academic partner and mentor, Dr Brian Cambourne who takes on the role of advisor and critical friend, working with executive staff to review and fine-tune our strategic plan and the practices that support it.

Continued to work with international educational leader, Lane Clark, further building teachers' capacity to implement learning opportunities that develop student autonomy.

Continued to provide, in an ongoing way, teacher professional learning for new syllabuses and general capabilities, linked to collaborative design of authentic inquiry units of learning.

Continued to support early career teachers with its comprehensive induction program.

Began a three-phase, future-focused initiative to transform classrooms physically and pedagogically. A magnet group of teachers was identified to work on this initiative with the support of international educationalist, Yong Zhao. The P&C contributed additional funds for new furniture and technology to support the transformation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Quality Teaching Rounds</b> pre and post QTR lesson coding will show evidence of improvement in all aspects of teaching, when compared to the dimensions and elements of the Quality Teaching Framework.	This year, the eleven teachers that were trained in 2015, led seven Professional Learning Communities (PLCs) in Quality Teaching Rounds. Each PLC which consisted of 4–5 members) met early in the year to document their norms. Each PLC conducted two rounds providing the school with baseline data for each of the elements of the Quality teaching framework. Data collected indicates that the Quality learning environment of classrooms rates higher than the other two dimensions of Significance and Intellectual quality. Teachers also worked in their PLCs to undertake personal 'in-class research projects'. Using Timperley's spiral of inquiry, teachers implemented	Employment of:  * 3 extra teachers \$300 00  * Casual teacher \$ 100 000  * SLSO per stage \$140 000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Quality Teaching Rounds</b> pre and post QTR lesson coding will show evidence of improvement in all aspects of teaching, when compared to the dimensions and elements of the Quality Teaching Framework.	their personal projects, documenting their goals; proposal; research/readings; resources; timeline; actions taken; reflections; plans for where to next; evidence of learning and accreditation links. A group of teachers was interviewed about their personal research projects and a short film titled through the Futures Unit.	
Tell Them From Me student surveys measures of student intellectual engagement will indicate degree to which learning meets student needs.	<p>Comparison data from the 2015 and 2016 by increases in the 3 intellectual engagement drivers. Interest and motivation from 85% to 91%; Effort from 91% to 92% and quality instruction from 85% to 99%.</p> <p>Survey data also indicates dramatic improvements in the engagement of girls. The following increases were evident: positive sense of belonging up 14%; positive behaviour at school up 10%; interest and motivation up 10%; rigour up from 7.8 to 9.2; victims of bullying down 14%; advocacy up from 7 to 8.5; positive teacher–student relationships up from 7.9 to 9.3 and positive learning climate up from 6.6 to 7.6.</p>	<p>Professional learning</p> <p>\$40 000:</p> <p>*Mathematics consultant / subscription to 'A teaching Place, A learning Place'</p> <p>\$20 000</p> <p>*Yong Zhao visit \$10 000</p> <p>*Lane Clark visit \$10 000</p>

## Next Steps

The school will continue to implement Quality Teaching Rounds to strengthen teachers' capacity to deliver lessons with high levels of Intellectual quality and Significance as part of a Quality learning environment. Personalised in-class research projects will continue to be conducted by interested staff.

The school will continue its work in developing student leaders. The Student leadership guidelines that were developed this year will form the basis of the student leadership program in 2017. The Leadership Qualifications will be evaluated and the school will operate 2 school-based interest groups for aspiring student leaders – Technology Team and Sustainability Team. Student leaders in these groups will be identified in the same way that School leaders, SRC, Sport House leaders and Library monitors are identified.

The school will continue to build on the professional learning of all teachers to plan and implement units of learning that emulate the real world. The school plans to implement Phase 2 of its Future-Focussed initiative to co-construct future-focussed classrooms that reflect the school's 'expert learner framework'.



## Strategic Direction 2

### LEARNING FOR LIFE

#### Purpose

**Learning for Life** emphasises the need for students to become experts about their own learning, self-directed, goal oriented and technology savvy global citizens.

Making learning about learning an explicit part of the curriculum increases the opportunities for students to develop their capacities as expert learners who are responsible for creating knowledge about the world and for critically engaging with knowledge that others create.

Opportunities for students to create and actively develop knowledge are increased when they draw rich connections across different fields and apply their learning to a range of real-world problems. We acknowledge the importance of having deep knowledge of curriculum content.

#### Overall summary of progress

The school led three major processes. We have continued to:

Embed the Aboriginal 8 Ways of Learning Pedagogies across school and community.

Lead Instructional Walks and Talks. Leaders observed successful classroom practice, collated responses to key questions as part of the Whalan 5, provided specific feedback to teachers, in relation to 'How are you an expert learner?'

Implement data chats across K-6 with a focus on identifying student learning needs so teachers can begin to build student capacity to self-monitor their learning, with a specific focus on writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them From Me staff survey results will indicate sustained scores of 7.4 or above in 'data informs practice' driver of learning, when compared to 2015 survey.	Current educational research indicates sound teaching is based on solid evidence. Teachers use this evidence to inform their teaching practices. Tell Them From Me staff survey indicates a score of 7.9 (above anticipated improvement measure). By implementing data chats across K-6 into school routines at both stage and individual platforms we were able to effectively analyse and evaluate a variety of school data. The impact of data chats provided teachers with a greater understanding of how to make data informed decisions and set achievable learning goals to shift student learning.	Data Chats each term \$30 000
100% of teaching staff indicate that they are consistently identifying 8 Ways Pedagogy in classroom practice.		Development of 8 Ways videos \$1 000
80% Kindergarten reach reading L9		Speech and Occupational Therapy \$30 000
80% year 1 reach reading L16		
80% year 2 reach reading L26		
80% year 3 reach band 3+ in NAPLAN for reading		
80% year 3 reach band 3+ in NAPLAN for Number, Patterns & Algebra	Data collected at the end of 2015 indicated a mismatch between what teachers perceived they were implementing and what was actually being addressed in the classroom. To address this mismatch we delivered high quality professional learning by providing short videos demonstrating effective ways to implement each of the Aboriginal 8 Ways of Learning within our school. This ensured that there was a consistency amongst teacher understanding of the Aboriginal 8 Ways of Learning and that teachers would also develop deep knowledge of how to implement this in their teaching and learning programs. As a result, 93% of staff indicated a stronger understanding of the correlation between the Aboriginal 8 Ways of learning and current teaching practices.	

## Next Steps

In 2017 we will:

Continue analysing student data across a range of platforms to determine growth within cohorts and to identify areas of intervention.

Implementing teaching walls in classrooms that will align the Whalan 5, Learning Intentions, Success Criteria and the Aboriginal 8 Ways of Learning. Additionally, signs depicting the Aboriginal 8 Ways of Learning symbols have been ordered and will be placed in the school grounds to indicate how these areas might reflect the Aboriginal 8 Ways of Learning in outdoor spaces.



## Strategic Direction 3

### LEARNING CONNECTIONS

#### Purpose

**Learning Connections** refers to our collective responsibility for supporting students' learning journeys through deep and relevant community engagement.

Respectful, reciprocal relationships between the school and home, and amongst members of the school community are crucial for the development of individuals who can actively contribute to their school, community and the world in which they live.

Whalan PS is the hub of a responsive educational community. We have built strong links with a number of community support agencies who work in partnership with the school and families.

#### Overall summary of progress

During 2016, we:

Coordinated and implemented a range of opportunities that focus on increasing engagement with our local community, evident in community days, barbecues, coffee afternoons and other events.

Held a Welcome BBQ at the beginning of the year which was attended by many families including a number who had just joined our school. Many older siblings, who had attended Whalan some years ago, visited during this time to re-connect with other students and staff.

Held Mothers' Day, Fathers' Day and Grandparents Breakfasts which were very well attended with students proudly introducing their family members to staff and everyone enjoying the community atmosphere. The photo booth and the 'I believe...' board have helped to create a great community feel.

Held Community Days in terms 2 and 3 with the term 3 Community Day coinciding with our Book Week celebrations.

Collaborated with a number of relevant community agencies to identify areas of need and support families in our school community. We have developed strong working relationships with Family and Community services, Christ Mission Possible, Kids Express, Mission Australia, Out of Home care services and the Family Referral Service.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly engaged community working in partnership with school to support student learning, evident through increased levels of engagement in school committees and initiatives.  Leverage social media to provide parents/carers with information to help them support their child's learning at home.	This year, a number of different community events were held at the school. In order to seek feedback, the committee held discussions with parents and community members. The responses identified that community members enjoyed being involved in more informal events such as parades, carnivals and celebrations and enjoyed taking part in the academic achievements of their children.  Parents were encouraged to visit classrooms before school with our "Open Classrooms" initiative. Using the interactive whiteboards to present the day's messages each morning and providing an informal opportunity for parents to chat to staff and discuss the learning that is taking place. Staff have reported that many more parents have visited their rooms compared to previous years. This initiative also led to increased number of parents attending parent/teacher interviews this year.  During 2016, 3 parents successfully graduated from PaTCH training. These parents are interested in	Community Days \$3 000  PaTCH training \$2 000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly engaged community working in partnership with school to support student learning, evident through increased levels of engagement in school committees and initiatives.  Leverage social media to provide parents/carers with information to help them support their child's learning at home.	being involved in kindergarten classrooms in 2017. Parents have shown interest in PaTCH training for 2017.	

## Next Steps

The school will continue to focus on strengthening partnerships with outside agencies, non-government organisations and business partnerships.

The school will offer to train another group of parents in PaTCH as there are quite a number of parents that are interested in being trained and working in a volunteer capacity in our classrooms.

Christ Mission Possible have agreed to work with us for another 12 months to provide food for our "Free Food Market" each Tuesday. They have also extended their support of our school to include us in their "Brown paper bag lunch" program, where they will provide our students with a number of lunches each day to support those students who are unable to bring lunch to school.

The school will use its Community Consultation Funding in 2017 to strengthen family and community engagement in student learning. The School Assessment Tool (Reflection matrix) will be used to determine what's working well and what can be improved. Student, Staff, Parent and Community forums will take place to ensure the process is informed by all stakeholders so an action plan can be developed for implementation as part of the 2018 – 2020 school plan.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Cultural awareness and education remains a strong focus at Whalan Public School. We have celebrated both Reconciliation Day and NAIDOC week. We have been extremely fortunate to have Jie Pittman to help us learn about culture through story, dance and performance. Jie led students to present an entertaining and informative NAIDOC celebration. Our Yarn Up newsletter goes home twice a term and continues to provide a strong link with our community. This year each edition of Yarn Up included highlights of student work and information around one of the Aboriginal 8 Ways of Learning. The school created informative videos on each of the 8 Ways for the professional learning of our staff so that they are informed and have examples of how they may plan and program for the Aboriginal 8 Ways of Learning in their programs so that all students are being taught <b>through</b> culture. Personal Learning Pathways (PLPs) have been written in conjunction with parents and/or carers to map learning goals for students. Aboriginal students in Years 4–6 have been supported in their literacy and numeracy through Catch Up Literacy and Quicksmart interventions.</p>	<p>Aboriginal Education Officer \$65 000</p> <p>8 Ways videos \$1 000</p> <p>Catch Up Literacy teacher \$100 000</p> <p>Quicksmart program</p> <p>\$70 000</p> <p>Cultural program</p> <p>(Jai Pitman) \$10 000</p>
<b>English language proficiency</b>	<p>Professional learning was undertaken to enhance the capacity of all teachers to deliver effective EAL/D teaching and learning programs.</p> <p>The school's literacy data wall was aligned with the EAL/D learning progressions to facilitate teacher consistency in making judgements for student achievement and for reporting student achievement to parents.</p>	<p>Speech Therapy \$18 000</p>
<b>Low level adjustment for disability</b>	<p>Students who have received integration funding all have ILPs in place, which are collaboratively reviewed at regular intervals and communicated to all stakeholders. All students within this category achieved their goals.</p> <p>All students with a disability have been added to NCCD data base and adjustments have been made for these students and communicated to parents.</p>	<p>Learning Support Teachers \$180 000</p> <p>SLSO to support individual students based on whole school support plan managed by the school's Learning Support Team \$60 000</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This year teachers worked collaboratively to plan engaging, integrated units of learning that included clear learning intentions and success criteria as well as rich assessment tasks. They worked together to assess and analyse student data to inform their teaching of literacy and numeracy.</p> <p>The school established seven Professional Learning Communities that implemented Quality Teaching Rounds.</p> <p>Teacher mentors were assigned to each stage to provide constructive feedback to</p>	<p>QTSS \$30 000</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	individual teachers on lesson delivery, programming, assessment and classroom management. Mentors provided comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.	QTSS \$30 000
<b>Socio-economic background</b>	Student achievement and improvement is evident for all students, including at risk students. A greater understanding of the interpretation of learning data has led to teachers being more responsive to student need at the point of need. Staff are better equipped to differentiate programs to address identified needs in both academic and wellbeing facets. The learning environment has been enhanced across the school to support learning anywhere at any time.	Refer to Strategic Direction 1
<b>Support for beginning teachers</b>	Early Career teachers have been supported through the school's comprehensive induction program; EAfS program; the school's Shoulder to Shoulder program and their involvement in cross-stage PLCs.	\$40 000
<b>Early Action for Success</b>	<p>Early Action for Success strategy has built staff capacity in the teaching of literacy and numeracy. Mentoring, coaching and facilitating the sharing of effective classroom practices and supporting teachers to make data informed decisions has led to improved student learning as seen in these results:</p> <p><b>Kindergarten:</b> 52% of students achieved cluster 4 for writing. 94% of kindergarten, screened as being severe in OT assessments at the beginning of 2016, are now achieving age appropriate cognitive development skills through the implementation of occupational therapy program. 76% of kindergarten is able to independently count to 30 and say the number after a given number without dropping back to 1.</p> <p><b>Year 1:</b> 70% of students have achieved cluster 6 or higher in reading and 100% have all made progress in reading and comprehension. 90% are achieving year 1 expectations in early arithmetic strategies and more than 50% has been assessed as working within the place value framework.</p> <p><b>Year 2:</b> 97% of Year 2 have achieved or are working beyond minimum expectations set in the aspect of early arithmetic strategies. There has been a 21% growth in writing throughout semester 2 and 68% of year 2 are meeting benchmarks for reading and comprehension.</p> <p>Three parents graduated from the Parents as Teacher and Classroom Helpers (PaTCH) program and are now actively working alongside our teachers in classrooms and seeking paid and voluntary work outside the school.</p>	<p>Instructional Leader</p> <p>\$155 000</p> <p>Interventionist teacher</p> <p>\$100 000</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	160	164	163	172
Girls	135	142	132	143

In 2016 there were 315 students enrolled in classes K–6 with another 75 children enrolled in the preschool and Early Intervention unit. The slow and steady decline in enrolments has been reversed, with enrolments increasing slowly over the last few years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.1	88.5	90.4	88.1
1	89.3	90.5	88	87.1
2	87.3	91.3	88	89.5
3	94.1	90	91.1	87.4
4	89.7	95.2	90.5	90.4
5	90.3	91.1	91.6	91.4
6	90.5	91.4	90.9	92.3
All Years	89.3	90.9	89.9	89.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	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

In 2016 our attendance rate was 89.10. Students in older grades attend more regularly compared to their younger counterparts. We continue to have a significant group with low attendance rates that are unexplained.

We implement a range of strategies to support improvements in attendance by all students. These include:

\*early and regular contact with parents when children are absent

\*weekly and term by term attendance rewards

\*ongoing HSLO referrals

\*regular communication via the website, newsletters and the school app about the legal obligation for students to attend school and of school and grade improvements in attendance

### Class sizes

Class	Total
KK	18
KC	18
KA	18
1/2S	19
1W	19
1T	19
2/3N	22
2/3K	23
2/3R	21
3/4C	24
4B	26
5/6L	28
5/6K	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.94
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.82
Other Positions	5.44

\*Full Time Equivalent

In 2016, our Aboriginal staff consisted of one Aboriginal Education Officer (AEO), two School Learning Support Officers (SLSO) and one Aboriginal classroom teacher.

### 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	10

### Professional learning and teacher accreditation

Whalan PS has established a culture of professional learning which is continuous, sustained, and tailored to meet the needs of each teacher. In order to strengthen teacher capacity to improve student learning outcomes, in 2016 we provided professional learning opportunities focused on curriculum and pedagogy with a particular emphasis on literacy and numeracy teaching, and expert learner skills. Teachers attended fortnightly professional learning sessions and five staff development days. School Learning Support Officers (SLSO), the Aboriginal Education Officer (AEO) and administrative staff also participated in a range of workshops and training sessions. In 2016 these included compliance training in Child Protection, WHS training, Anaphylaxis training, CPR and Emergency Care, and a session on Aboriginal Education.

The following opportunities for teacher professional learning were also provided:

- Professional learning sessions with a Maths consultant
- Professional learning in Inquiry Based Learning with international expert, Lane Clark
- Training and development in the implementation of the new NSW curricula in History and Geography
- Action learning projects in literacy and numeracy, involving regular workshop sessions, stage meetings and ongoing consultancy support
- Professional learning opportunities for staff aspiring to leadership positions included opportunities to relieve in executive positions, committee leadership (under school strategic plan areas), attendance at regional leadership conferences, regional committee membership, and access to mentors.

This year has seen three teachers achieve accreditation at proficient level. Two teachers have maintained accreditation at proficient level. Four teachers have begun working on their accreditation at a

Lead or Highly Accomplished level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>373 125.00</b>
Global funds	304 693.00
Tied funds	1 055 741.00
School & community sources	82 207.00
Interest	7 107.00
Trust receipts	10 202.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 784.00
Excursions	17 721.00
Extracurricular dissections	43 631.00
Library	16 846.00
Training & development	55 000.00
Tied funds	767 939.00
Short term relief	4 403.00
Administration & office	69 792.00
School-operated canteen	0.00
Utilities	46 842.00
Maintenance	76 191.00
Trust accounts	3 758.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.



	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	823 182.58
(2a) Appropriation	805 540.11
(2b) Sale of Goods and Services	8 512.58
(2c) Grants and Contributions	8 148.78
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	981.11
<b>Expenses</b>	-544 410.35
Recurrent Expenses	-544 410.35
(3a) Employee Related	-333 198.06
(3b) Operating Expenses	-211 212.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	278 772.23
<b>Balance Carried Forward</b>	278 772.23

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 148 539.03
Base Per Capita	19 020.51
Base Location	0.00
Other Base	2 129 518.52
<b>Equity Total</b>	1 034 168.98
Equity Aboriginal	72 316.96
Equity Socio economic	678 708.76
Equity Language	46 027.67
Equity Disability	237 115.58
<b>Targeted Total</b>	878 263.83
<b>Other Total</b>	1 157 244.66
<b>Grand Total</b>	5 218 216.50

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.

Value Added is calculated using the growth data of matched students over two consecutive cohorts. For example, a 2016 VA 3–5 score is based on the average progress of 2016 Year 5 students (from Year 3 in 2014) as well as that of 2015 Year 5 students (from Year 3 in 2013).

According to the School Excellence Framework for the period 2015 – 2016, Whalan Public School was identified as “Sustaining and Growing” in terms of Value Added growth for Kindergarten to Year 3, Years 3 to 5 and Years 5 to 7. After adjusting for the characteristics of the school, this measure uses an average of Reading and Numeracy NAPLAN scores for each year.

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.

There has been an insignificant drop in the number of students in the top two bands of NAPLAN for both Aboriginal and non-Aboriginal students in year 3 and year 5 across all areas assessed.

## Parent/caregiver, student, teacher satisfaction

### Parents

Fifty parents completed the Tell Them From Me survey. Whalan PS parents rated each measure higher on a 10 point scale compared to parents of children from other NSW Government Schools.

Parents feel welcome rated 8.4 compared to 7.4

Parents are informed rated 8 compared to 6.7

School supports positive behaviour rated 8.2 compared to 7.8

Inclusive school rated 7.9 compared to 6.8

### Students

97 students from years 4, 5 and 6 completed the Tell Them From Me survey. Compared to 2015 results, students are more intellectually engaged. Students' interest and motivation increased by 6% and quality instruction increased by 14%. Effort continued to score highly at 92%. Additionally, 63% of students are in the desirable quadrant with high skills and high challenge in English and mathematics lessons.

Compared to 2015 results, girls' engagement improved dramatically. There was a 14% drop in girls being victims of bullying; 14% increase in girls positive sense of belonging; 10% increase in their positive behaviour at school; 10% increase in their interest and motivation. Girls rated rigour 9.2 this year compared to 7.8 in 2015. Advocacy for girls increased from a rating of 7 in 2015 to 8.5. Positive teacher-student relationships for girls increased from 7.9 to 9.3 and positive learning climate increased from 6.6 to 7.6.

### Teachers

31 teachers completed the Tell Them From Me survey. All eight drivers of student learning and the four dimensions of classroom and school practices were rated by Whalan PS teachers higher on a 10 point scale compared to teachers from other NSW Government Schools.

Leadership rated 8.4 compared to 7

Collaboration rated 8.4 compared to 7.8

Teaching strategies rated 8.4 compared to 7.9

Challenging and visible goals rated 8.2 compared to 7.5

Planned learning opportunities rated 8.2 compared to

7.7

Additionally, teachers have improved their capacity to use learning data to inform their practice from 7.4 in 2015 to 7.9, above the anticipated improvement.



## Policy requirements

### Aboriginal education

Cultural awareness and education remains a strong focus at Whalan Public School. As a school community we have celebrated both Reconciliation Day and NAIDOC week. We have been extremely fortunate to have Jie Pittman working with our older Aboriginal students on a weekly basis where they have been learning about their culture through story, dance and performance. Jie very ably led these students to present a very entertaining and informative NAIDOC celebration. Our Yarn Up newsletter, which goes home twice a term, continues to provide a strong link with our community. This year each edition of Yarn Up has included highlights of student work and information around one of the Aboriginal 8 Ways of Learning. Informative videos were created on each of the 8 Ways for use as a basis for the professional learning of our staff so that they are informed and have examples of how they may plan and program for the Aboriginal 8 Ways of Learning in their daily classroom programs so that all students are being taught **through** culture. Personal Learning Pathways (PLPs) have been written in conjunction with parents and/or carers to map learning goals for students. Aboriginal students in Years 4–6 have been supported in their literacy and numeracy through Catch Up Literacy and Quicksmart numeracy programs.



## Multicultural and anti-racism education

Our school has maintained its focus on multicultural education, by providing programs that develop the knowledge, skills, understanding and attitudes required for living in a culturally diverse society. Students at our school come from 18 different language backgrounds. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas, including History, Geography, Creative Arts and English.

Teachers use the EAL/D learning progressions to analyse and discuss student progress for listening, speaking, reading and writing and the school has aligned the EAL/D learning progressions with the school's data wall which is based on the literacy continuum. This has assisted teachers to successfully plan teaching and learning activities for the EAL/D students in their classes.

## Other school programs

### Preschool

This year has seen us further extend our community connections to include visits to our Preschool by seniors from Uniting Hawkesbury and Boronia House, St Marys. From learning how to make a difference in the lives of others has grown friendship, compassion and care for some of the most elderly of our community members. We were pleased to share our learning about the needs of seniors and the devices they rely upon at the school Harmony Day assembly before inviting our school community to visit our classrooms to see our work for themselves.

Our relationship with Wingarra Aboriginal Preschool, Doonside, continued to develop our knowledge and understanding of Aboriginal culture through participation in exciting NAIDOC Week celebrations together. To reciprocate, we treated Wingarra Preschool to a fun-filled day of pirate activities to acknowledge International Talk like a Pirate Day.

Our families have continued to delight us with their many talents, teaching us about Henna Mehndi designs, Ramadan and Eid as well as teaching us about musical instruments and the foundations of musical beat and rhythm. One of our children's uncle designed a Polynesian artwork for us all to contribute to. It is now proudly on display outside the Preschool Library.

Within our local community we also had visits from the Blacktown City Council Sustainability Officer to share knowledge about worm farms, recycling and general waste reduction. Policeman Paul returned as he does each year to discuss road, car, bicycle and pedestrian safety as well as the role of Police Officers in protecting us.

We continue to work closely with our Kindergarten colleagues in developing vital Transition to School and Kindergarten Orientation experiences. This is an

important element of our program to ensure safe and secure relationships and develop positive attitudes to schooling.

This year we continued to offer support to our children through free vision screening by Mt Druitt Community Health StEPS program, free speech assessments and a 12 week therapy program for our Aboriginal children by University of NSW speech therapy students. We also took part in training with an Occupational Therapist who conducted free screeners for children having difficulty with motor coordination.

Professional learning is a high priority for our staff. We continue to gain knowledge in the latest research impacting Early Childhood including programming, documentation and reflective practice. Two of our educators completed online training specific to Autism Spectrum Disorders and all our educators attended a conference about sustainable practices in Early Childhood. We were presented with inspiring learning through numerous workshops that we were excited to replicate on our return to preschool.

In combining all of our recent learning, timed with a fresh coat of paint in the preschool as well as new carpeting, we are excited to be offering our innovative program across the two preschool rooms to operate as a cohesive unit offering even more opportunities for children to learn from one another as well as learn in smaller focus groups that target their specific strengths, needs and interests.

### Support Unit

2016 has been a year of significant change in the support unit. The students have engaged in collaborative learning while completing inquiry-based, integrated units. To accomplish this, the students have had to develop a range of skills from the school's 'Expert Learner Framework'.

One significant area has been that of teamwork. Students have developed their communication skills in order to work together to achieve a common goal. The students have become active, informed citizens through their contribution to the local community across a range of projects that included visiting children in hospital, providing a community service at the annual Mini Fete as well as raising awareness about what to do in an emergency.

The collaborative practices this year have been assisted by the innovative changes in classroom environments. Students have utilised new computer technology to access learning materials as well as to communicate ideas and carry out the necessary research.

Students were able to apply their literacy and numeracy skills to enhance the quality of work they produced. They shared their work with their buddy classes through designated learning time and community days. This gave our students a sense of purpose and achievement.

## **School Leaders**

Our team of 10 school leaders worked together on a school improvement project. They identified a problem in the playground that arguments would happen during handball and touch football games. They came up with a solution to have everyone play by the same set of rules.

They surveyed students, staff and parents for their opinions and created a set of school rules for handball and football. They published the rules and organised a launch day where the whole school played handball and football using the new rules.

The negotiated rules have led to a decrease in playground disagreements and students go back to class more settled and ready to learn.

## **Student Representative Council**

Student Representatives Councillors from each class worked together on a project to keep everyone sun safe at school. They noticed that not everyone wore a hat in the playground so they decided to find out why that was happening. Their research revealed that older students preferred a cap and then ran a design competition for the new cap. The new caps are now available to students as part of the school's uniform.

## **Cross Country**

2016 was a successful year for Whalan Public School regarding cross country. In May we held our annual school cross country consisting of 8 competitive categories. Following this event, 40 students were selected to participate at district level, an event that took place at Morreau Reserve, Rooty Hill. Competition was fierce and although all of the Whalan runners made it through the difficult course with good times, they did not qualify for the next stages. The high level of sportsmanship from the students was encouraging to see as they represented Whalan with pride. We hope to build on these achievements in 2017 by implementing a school running club in the months leading up to the event.

## **PSSA Soccer**

Whalan take part in another season of soccer with the focus placed on skill, game development and sportsmanship. Continuing on from where we left off in 2015, Whalan were placed in the Social Division format of the competition with a small number of other schools, which allowed for our team to grow more confident about their knowledge and ability in a game that is still relatively unknown by our students. However, every individual can be proud of his or her efforts, attitude and teamwork. It was wonderful to hear compliments from other schools and coaches about our gamesmanship and encouragement towards both our own teammates and other schools. One thing the students should be most proud of is their willingness to persevere through many weekly changes, byes and forfeits, as well as rain cancellations, which so often plague most winter sporting seasons.

## **PSSA League Tag**

Both the junior and senior teams have shown a strong commitment to improving the way they play as a team. The girls team worked on their group formations when attacking and defending and have learnt to balance individual skills with a focus on whole team improvement and effort. Many senior girls took on a mentoring role, devoting their time to watching the younger players and giving them feedback. Everyone demonstrated great sportsmanship during the competition, showing concern when opposition players were injured, respecting the decisions of umpires and complementing the players and coaches of other teams on outstanding tries, try saving tags and general play. It was encouraging to see the way new players were welcomed, mentored and supported. As some of our senior girls move on to high school next year, their contributions, especially in the way they have modelled leadership and teamwork will leave our younger players with the skills and opportunities to step up into new roles in 2017.

## **Athletics Carnival**

Our annual K–6 athletics carnival was held at Popondetta Park, Emerton. Students aged eight years and older participated in track and field events; long jump, shot put, 50m, 200m and 800m. As a result, we sent a strong team of competitors to the Mt Druitt Athletics carnival. A wonderful day was made more successful by a large showing of parents and community members who cheered and supported all students. Thank you to those parents and community members who also helped during the day by taking on any role required of them; your help was invaluable and much appreciated.

## **PSSA Volleyball and Newcomb ball**

Whalan competed with well organised and committed teams. They used training sessions to improve their communication skills as well as their skills in Newcomb ball and Volleyball. On and off the court they supported each other. They showed sportsmanship after a win or a defeat. It was a close competition and the Volleyball team narrowly missed out on making the semi-finals. The Newcomb ball team made it to the semi-finals but unfortunately lost only by a few points.

## **PSSA Netball**

Whalan participated in both the junior and senior PSSA netball competitions. We saw many new faces join the team, some who had not played the sport before. Although we had a good season, unfortunately we did not make the semi-finals. However, both teams represented the school with pride and showed sportsmanship as they encouraged other teams.

## **Stephanie Alexander Kitchen Garden**

Students 3–6 continued their participation in fortnightly kitchen lessons led by the school kitchen specialist. A wide variety of recipes were created often



based on a specific ingredient (e.g. silverbeet). These recipes made use of the seasonal produce from the school garden. Class teachers led fortnightly garden lessons where students transplanted beds, mulched paths, created tepees for climbing plants, harvested produce for their kitchen lessons and planted a variety of vegetables and leafy greens. The water system inside the greenhouse was repaired, enabling us to raise plants from seed with greater success. Greenhouse work benches were labelled so students could identify plants. Wooden signs were made to better label garden beds.

## Visual Arts

Our school's visual arts program led by a specialist art teacher in a fully equipped art room allowed students to work in a variety of media such as sculpture, collage, drawing and painting, to produce works of a high standard expressing their creativity, originality and individuality. In Term 1 each student from Kindergarten to Year 6 created a "selfie" which was then collated and made into a mural that hangs outside the art room. The school entered four student artworks in Operation Art, which were exhibited at the Armory Gallery at Sydney Olympic Park along with over 800 artworks from students all over NSW. This year the art room opened its doors to everyone as part of our Community Day in Term 2. We had some very creative community members add to the Stage 3 sculpture.

We held our bi-annual three day art exhibition, 'Whalan on Canvas' in Term 4. The artworks showcased a range of students' work from preschool to Stage 3. The exhibition was attended by the Executive Director Public Schools NSW, Jane Simmons and the Director Eastern Creek Network, Karen McSpeerin along with families and members of our community. A new addition to our exhibition was the "Young Archies" inspired by the annual Archibald Exhibition held at the Art Gallery of New South Wales. Students were encouraged to draw a portrait of a significant person in their life. A selection of Young Archies is now permanently displayed in our office foyer. Due to the success and popularity of the Young Archies, this will become an integral part of the Visual Arts program. A number of the sculptures from the Art Show which were inspired by the work of artist Dale Chihuly, are now permanently displayed in various areas around our school.

## Junior camp

Stage 2 students and staff travelled to Hazelbrook in the Blue Mountains to attend Camp Fletcher. Camp provided a great opportunity for students and teachers to work together in an outdoor learning environment, focusing on teamwork and confidence. This year students trekked to Horseshoe Falls, cooked on an open fire, created artworks from various materials and took part in a scavenger hunt.

The bushwalk took students through a changing landscape as they descended the path to the cave to see the growth of the stalactites on the cave's roof. The scavenger hunt provided a series of puzzles and challenges for students to solve as they worked in

teams. Students experimented with new recipes as they cooked on an open fire. Free expression was encouraged in their artworks, with students drawing inspiration from the landscape and peaceful setting.

## Senior Camp

Stage 3 students travelled to Lake Macquarie. Camp is always a fantastic opportunity for students and staff to work together in an outdoor and unfamiliar environment which helps develop self-awareness, confidence and self-esteem.

Students experienced a range of activities including rock-climbing, canoeing, fishing on the lake, cooking with Mrs Lock and a beach walk along some tricky terrain. A common favourite was sitting around the campfire at night eating marshmallows, telling jokes and stargazing.

In the evenings, students took part in team challenges which developed new friendships and strengthened old ones. There was no shortage of laughs or smiles and an abundance of food and yawns.

## Performing Arts

Whalan Public School choir performed the song *Believe* by Shawn Mendes at our term 2 community day and Education Week concert at Mt Druitt Westfields. They also performed *Winner* by Ria. To round out the year the choir led the school in singing carols at our Christmas Concert and performed *Silent Night*. In all of their performances the choir was comprised of a mix of chorus, call and response, solos and small vocal ensembles.

Junior Dance group danced to a 1999 classic 'Bring it all back' by S-Club 7. Students made audiences at Westfield Mount Druitt smile and tap their feet during the Education Week performances. Their hard work and commitment to each other is admirable. Senior Dance group performed at Mount Druitt Westfield Public Education Concert to 'Can't Stop the Feeling' in front of many families and visitors. In Term 4, Senior Dance performed 'Merry Christmas, Happy Holidays' at the school's Christmas Concert.

The newly formed Polynesian Dance Crew comprised a group of boys and girls representing many Pacific Islander countries who came together to perform a traditional haka and dance. They performed their traditional dance at a variety of school events and also performed at Mount Druitt Westfield for the Public Education Concert.

## Library

Our school library migrated to the Oliver management system with new ways of managing the library. Students in Stages 2 and 3 used Oliver as a tool to help them locate resources within and beyond our library.

New versatile lounges were purchased, along with new desks that allow seating arrangements to be more flexible. New colourful storage tubs have also helped to make resources more easily accessible for our



students.

The library collection has been added to extensively with many new resources purchased across the Fiction, Junior Fiction, Picture Book and Non Fiction sections. We have continued to add texts to our Resource Boxes enabling teachers to easily access texts they require for lessons or units of work. One of our main focuses has been on continuing to build up our collection of Quality Texts—this is greatly helped by our annual Australian Standing Orders subscription which ensures we receive new releases as soon as they become available.

With the introduction of personal Book Boxes in classrooms, students borrowed many more books from the library to have available for classroom reading.

Many students enjoyed discovering new fiction series and waited with anticipation for new titles to arrive and be accessioned ready for borrowing.

Our partnership with WSU's sponsoring of Books in Homes unfortunately ceased but our P&C, understanding the importance of Books in Homes, took over an amended version of this program during 2016.

A small group of Pacific Islander parents helped to establish our "Islands of the Pacific" corner in the library, in time for Education Week with its theme: "Shared Stories; Better Learning; Stronger Communities". This area has encouraged students to share experiences and stories and has sparked an interest in bilingual picture books. The library at Whalan PS continues to be a dynamic place where students wonder about their world, research to satisfy their wonderings and become avid readers.