

Whian Whian Public School Annual Report



2017



2980

Introduction

The Annual Report for **2017** 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.

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Principal

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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 2017. The K–6 students work in small groups and also together as a whole class. They experience a great variety of activities.

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

Our 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. Our Learning Community provides all Whian Whian students with the opportunity for extension activities and interest programs each term.

Our planning provides the opportunity to include all students in all planned activities, which is rarely the case in larger schools.

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.

Our school identified opportunities to develop in the Learning domain. Communication with parents will be improved to promote more effective involvement in the education of their children. More regular and specific feedback will be supplied to Parents, making them more aware of areas of their child's learning, posing challenges.

As part of the improved assessment system, teaching practice will be regularly discussed and the effectiveness of the strategies will be shared and improved. Professional learning will be more systematically targeted and the benefits of that learning will be shared with staff.

Leading and managing the school will even further consider the needs of the community as their involvement is desired.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

The Community of Schools (CoS) is utilised to benefit communities, schools, staff and students.

Purpose

To meet the continually changing needs of our students through innovation, excellence and continuous improvement.

To build positive relationships and strong partnerships, between parents, students, staff and community.

To provide opportunities and pathways for every student to reach their full personal, educational and social potential.

Overall summary of progress

Students take advantage of extra social and educational opportunities in collaboration with partner schools. Staff members also utilise collegial learning and professional development opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maximum engagement by students in all opportunities offered within the learning community.		Students have continued to participate enthusiastically in all opportunities offered to them. This needs to be monitored.
A majority of students are willing to participate in a range of activities at a meaningful level.		With support, all students are participating in all activities and learning experiences. They all experience success with degrees of support.
Students and parents report satisfaction with the transition to High School.		Students are reporting greater confidence in their start to Yr 7. Parents are more familiar with processes at High school and this transition is more easily made.
Staff engagement has developed. Staff lead learning and student activities in the CoS.		Some experienced members of staff are leading learning for their colleagues. Other less experienced staff members share ideas and are becoming familiar with the process and will hopefully become confident to lead some learning.
Staff are supported in training for LMBR and assist colleagues where possible.		SAM and Principal have completed all training up to date. More is planned to support the full implementation of LMBR.

Next Steps

This collaboration between schools in the Learning Community will continue and the participation of every student at every opportunity will be encouraged. Staff members will benefit from the professional learning opportunities organised within and for the members of the Learning community. Staff members will continue to have the opportunity to lead Professional Learning opportunities for their colleagues, embed learning they have experienced and support colleagues as they also embed their learning.

Students and Parents will experience an improved transition program in all points of transition. This will be most acutely noticed in Year 6 and Pre-Kindergarten, but also in other years.

Classroom practice will support high levels of quality engagement in a current curriculum. This will ensure staff are capable in planning and providing quality learning opportunities for students in all areas and to ensure each student is supported, to achieve success at an appropriate level. Regular assessment and reporting on student progress will enable planning to be specific and relevant to the needs of each student. This will also encourage higher parent commitment in their child's learning.

Strategic Direction 2

Whian Whian Public School demonstrates a positive learning culture within the community.

Purpose

To encourage a culture of risk taking and self-confidence in all members of the Whian Whian Public School Community, the culture of the school will celebrate success as well as the efforts of the Students, Staff and Community members.

To promote the interaction of Staff, Students and Community members in a educational environment which encourages curiosity and learning, with the purpose of fostering skill sharing and enabling positive life-long learning.

To ensure all members of the school and community are secure in the knowledge that their efforts and successes are recognised and valued.

Overall summary of progress

Students have continued to improve in their willingness and confidence to join in new activities and to take risks. Staff and community members model this love of life long learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Teachers are supporting students as they take risks. Their success is recognised regularly.</p> <p>Students are showing a greater willingness to attempt a wider range of unfamiliar learning experiences.</p> <p>Student enthusiasm is more evident. More students are self directing extra learning in their own time.</p>

Next Steps

Community involvement will continue to be a focus as the aim of one of the new strategic direction is wider community participation both within the school and also outside the school. This is hoped to provide a more meaningful learning opportunity for students. Communication will be improved, encouraging Parents to understand the learning needs of their children and be confident to contribute to this learning at home and in the school.

Staff will be encouraged to utilise skills and interest to provide meaningful learning opportunities for students to experience. They will also become more familiar with aspects of visible learning and be able to encourage students to reflect on their learning, encouraging deeper understanding.

Much of the work still remaining in achieving this second Strategic direction will be continued in the next planning phase in the second Strategic direction. These aspects are described later in this report.

Strategic Direction 3

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

Purpose

To provide a positive, secure and vibrant learning environment that enables the school to cater for the identified needs and strengths of each Student of Whian Whian Public School.

To plan strategically, to cater for the identified needs and strengths of all students, thus achieving school excellence and contributing to sustained improvement in student learning.

By planning and implementing a wide variety of accurately planned programs, students will be enabled to achieve their best and develop a love for life-long learning.

Overall summary of progress

Student engagement is continually increasing. The impact of small focus group activities has supported this more effective learning situation. Student centred learning has encouraged high engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieved their learning goals. Literacy and numeracy continuums guide learning.		Students are aware of cluster markers and have begun using them to discuss their learning goals. This will require adjustments using the new progressions.
Students are engaging in learning based on personal interest they have identified.		The project based learning based on personally chosen topics is progressing well. This is planned to be a regular aspect in the school term.
Staff professional learning has impacted on classroom performance and student learning outcomes.		Staff have become more familiar with Project based learning and also visible learning using the continuum.
Our school is a vibrant, positive learning environment where students' specific needs are met.		This aspect of the Project based learning has been a slow process. Some areas have been achieved and some have not been able to begin yet. Some aspects are vibrant. While others are not as exciting as they will be, they are always positive.

Next Steps

The school will be led in a way to manage resources to achieve the objectives in this strategic direction. It is planned that the next school plan will include a strategic direction of Leading and Managing the school to meet the needs of the Students, staff and community. This will enable the incomplete aspects of this strategic direction to be continued over the next planning phase.

The purpose of this new strategic direction will include, creating a stimulating and engaging learning environment to meet the diverse needs of our students and community. We will continue to build a culture of high expectations within the students, staff and community. The community will be encouraged to engage in the school on many levels.

Students will be provided with opportunities to engage in the wider community to give meaning to their learning.

On a systemic level, structures and processes will be developed to underpin ongoing school improvement and the professional effectiveness of all school members.

The purpose, moving into this next planning phase is to allow students to be happy, confident, safe, active, healthy, enthusiastic and successful learners.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		Class sizes were reduced using funds consolidated from these sources. This allowed us to run our programs in small groups in most are areas. This supported all students to achieve their best learning.
Socio-economic background		By using these funds to employ staff, our students benefited by working in small groups with a teacher or other support staff. This is a wonderful use of these funds for our students.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	9	9	9
Girls	5	9	9	8

Our school has experienced very stable student movement this year. We have a community run play opportunity for young pre school age children each Monday. This does not seem to result in an increase Kindergarten intake numbers, but does ensure that those who are transitioning to Kindergarten at our school are very familiar with the school and the people.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	92.5	95.7	81.5
1		95.8	92.5	
2	91	97.8	92.5	93.8
3	96.7	94.1	92.6	91.3
4	93.5	100	95.7	92.4
5	96.7	96	97.8	93.5
6	96.2	96.2	97.3	95.1
All Years	95.6	95.2	94.4	92
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1		93.8	93.9	
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non-attendance at our school is discussed with parents as is usual for such a small school. We have developed a written version which will formalise the verbal approach taken previously. This written registration of verbal notification of absence will be implemented early in 2018.

We have had periods of illness this year and in particular two students dealt with serious health issues, requiring long periods of absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.1
Other Positions	0

*Full Time Equivalent

Our school has no staff identifying as indigenous people.

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	0

Professional learning and teacher accreditation

Teachers have been experiencing Professional development in the areas of STEM programs, Project based learning, Visible learning and writing.

One teacher is in the process of maintaining accreditation. Next year another will begin.

School development days are constructively organised.

Mandatory training is completed in one of these days. This year training in using the continuum markers and programming to engage students in their own learning.

Collegiate meetings are also held on these days to organise collaborative learning for students and staff.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

In 2018, Parents will have the opportunity to contribute to the school funds.

Significant funds are being retained as part of the school improvement program identified in 2017 and for a predicted need for the replacement of major equipment, such as the mower and playground equipment.

Receipts	\$
Balance brought forward	82,552
Global funds	56,987
Tied funds	56,892
School & community sources	1,467
Interest	929
Trust receipts	342
Canteen	0
Total Receipts	116,617
Payments	
Teaching & learning	
Key Learning Areas	18,309
Excursions	480
Extracurricular dissections	3,158
Library	283
Training & Development	0
Tied Funds Payments	36,899
Short Term Relief	486
Administration & Office	24,601
Canteen Payments	0
Utilities	1,811
Maintenance	3,635
Trust Payments	372
Capital Programs	0
Total Payments	90,034
Balance carried forward	109,135

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	114,057
Appropriation	110,023
Sale of Goods and Services	55
Grants and Contributions	3,896
Gain and Loss	0
Other Revenue	0
Investment Income	85
Expenses	-46,627
Recurrent Expenses	-46,627
Employee Related	-34,916
Operating Expenses	-11,711
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	67,430
Balance Carried Forward	67,430

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Our school's financial management processes and governance structures meet financial policy requirements. Through consultation and monitoring of the budget, the Principal and SAM manage the resources required to operate the school and the learning programs.

There is planned spending in 2018, following consultation of the community towards the end of 2017. There is also some planned replacement of equipment to be resourced using these saved funds.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	252,254
Base Per Capita	2,751
Base Location	2,962
Other Base	246,542
Equity Total	14,263
Equity Aboriginal	0
Equity Socio economic	3,348
Equity Language	0
Equity Disability	10,915
Targeted Total	43,780
Other Total	27,379
Grand Total	337,676

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

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.

Students' results cannot be published for our school as the small cohort would identify individual students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Community involvement in this school is very high. It is a very diverse community and therefore needs are very varied.

It is reported that a very high percentage of the community have their needs considered and if they are not met, they are considered and discussed and the attempts to incorporate their wishes are sincerely made.

Students are provided with a very wide range of opportunities and many extra requests are met. Students experience learning within the school and community. They share this with others in neighbouring schools in the Community of schools and the local community in general.

Our school community were surveyed and asked. If this school was the best in the world, What would it look like? The response was very strong with an extremely wide range of requests . These have been prioritised and are in the process of being implemented.

Staff members are very satisfied with the way our school is working. We all act as part of the leadership group and all suggestions are taken seriously and considered carefully.

Policy requirements

Aboriginal education

Students are working with staff from the Indigenous language nest in learning some basic language. They have also heard some stories about the local history from local elders and knowledge holders. This is the beginning of a deeper program planned for 2018.

Multicultural and anti-racism education

Students complete studies of countries of the world, at least fortnightly. Part of each of these learning experiences are the impact and influences that people from these countries have had on the culture of Australia.