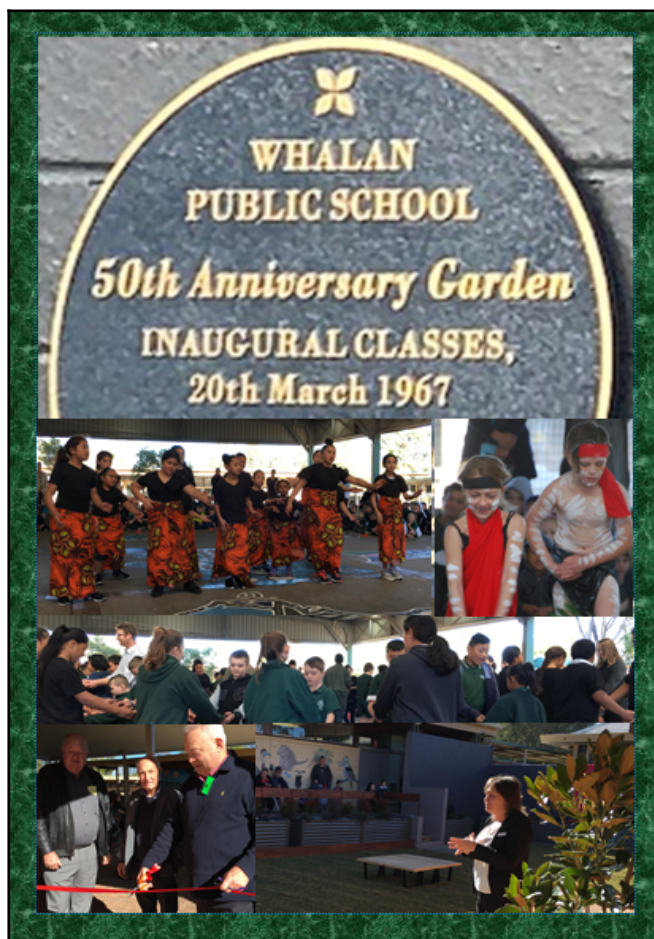


Whalan Public School

Annual Report



2017



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Introduction

It is with great pleasure I report on the outcome of our 2017 school plan, during my first official year at Whalan PS.

First and foremost, I would like to thank the school's dedicated executive team, including Mrs Helen Polios, Mrs Michele Van Vliet, Mr Joshua Burnell, Mrs Lee Mackenzie, Mrs Jenny Keeghan and Miss Olivia Carter, for making my first year at Whalan so productive and pleasant.

This year, our 50th anniversary year has seen many events to celebrate the schools 50th anniversary, including TROPFEST; the unveiling of the 50th Anniversary garden; and return of the Easter Hat Parade to commemorate past school traditions. The year ended with an outstanding array of performances at the Deadly Awards for our Aboriginal students and the Bi-ennial MADD concert with students showcasing their talents as dancers, singers and performers.

Throughout 2017 Whalan PS maintained a school wide focus on high expectations, learning and success. Teachers have maintained a strong focus on quality teaching practices and our growth across all areas will be further consolidated in 2018. Language, Learning for Literacy was embedded across grades K–2 with all Kindergarten teachers receiving professional learning to advance our students' reading levels.

Our directions of 'leading for learning, learning for life and learning connections' have fused together to create a harmonious and productive school environment committed to inquiry based units of learning whereby students have applied their skills and understanding to a range of real world problems.

As detailed throughout this report, Whalan has achieved many of its goals in 2017, including inspiring learning; making real world connections; and developing in students a collective responsibility towards achievement of individual learning goals.

My first year as Principal of Whalan PS has been an enjoyable and productive year and I have felt very welcomed and humbled by each community member's acceptance of a new face and ideas at Whalan. I look forward to an even more productive 2018 and working with the students, staff and community to achieve its goals.

Michelle Gallop

Principal

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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, we excel in the element of Wellbeing, with strong programs for Positive Behaviour for Learning and embedded processes across the school that provide curriculum provisions for student needs and differentiate practice where required. We have effective transition programs at key points in students' learning journeys. The provision of a range of extra curricular activities provides students with opportunities to pursue their passions. We have identified the element of Student Performance Measures as an area to grow. The 2018–2020 school plan will ensure that action plans driven by data will evidence strategies for improvements to be made as measured by the Literacy and Numeracy learning Progressions, internal assessments and NAPLAN.

In the Teaching Domain, we regularly review and revise teaching practices which enable well planned, engaging teaching and learning, driven by analysis of student learning data. Instructional leadership promotes and models effective, evidence-based practice. Staff are highly collaborative and beginning teachers are mentored and given targeted support through the school's effective induction program. We have identified the element of Effective Classroom Practice as an area to grow. The 2018–2020 will focus on lesson planning, explicit teaching and feedback, driven through strong coaching practices and the implementation of visible learning across all classes.

In the Leading Domain, we articulate a commitment to high expectations for learning. Parents and community members are welcomed and provided opportunities to engage with the school for a positive learning environment. Diversity is celebrated and acknowledged through all teaching and learning programs and school practices. The leadership teams clearly communicate priorities and practices to the school community. The school has employed innovative thinking to design the 2018–2020 school plan so that it delivers improvements in student outcomes.

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 more information about the School Excellence Framework:

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

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

In 2017 we continued implementation of Quality Teaching Rounds and instructional leadership to build teachers' capacity to use learning data to help them inform their practice. Teachers were able to choose whether they implemented a personalised, in-class research projects or participate in Quality Teaching Rounds. Due to staff absences and staff changes Quality Teaching Rounds were only conducted in Term 1 and Term 2.

We continued to provide, in an ongoing way, teacher professional learning for new syllabuses particularly Geography and general capabilities, linked to collaborative design of authentic inquiry-based units of learning.

We provided teacher professional learning to all staff for implementation of the English Textual Concepts.

We completed phase three, of our future-focused initiative to transform classrooms physically and pedagogically. Another magnet group of 6 teachers was identified to work on this initiative.

We continued to raise the profile of student leaders in the school. We evaluated the process for electing school leaders to ensure that it was student-driven. The new procedures allow for a leadership day that incorporates a peer-nomination process based on criteria for leadership at a high standard. Additionally, the introduction of a Leadership Project Team has broadened opportunities for more students to be involved as leaders through school and community improvement projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality Teaching Rounds 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.	Additional teachers \$200 000 Professional learning \$30 000	Based on Semester 1's data for Quality Teaching Rounds there has been an increase in two of the dimensions of the Quality Teaching Framework. Intellectual Quality has increased from an average score of 3 to 3.5 and Significance has increased from 2.5 to 3.
Tell Them From Me student surveys measures of student intellectual engagement will indicate degree to which learning meets student needs.	Subscription to 'A Teaching Place, A Learning Place' \$20 000	Comparison data from the 2016 and 2017 shows increases in the 3 intellectual engagement drivers. Interest and motivation at 90%; Effort has remained at 92% and Quality instruction has remained at 99%. Survey data also indicates improvements for students that value schooling outcomes which is at 98%. 53% of our students had scores that placed them in desirable quadrant with both high skills and high challenges, which is on par with the Government norm.

Next Steps

All school leaders and aspiring leaders will be trained in Peer Coaching by two members of the senior executive who were trained this year. The Quality Teaching Framework will remain the focus of all coaching conversations across the school with quality feedback driving improvements in student learning. Additionally, the school will become more outward facing by forging partnerships with sister schools to build teacher's capacity to deliver inspired, future-focused learning.

The school will continue to build on the student leadership strategy in order to provide opportunities for all students to develop their leadership capacity to impact change in their school and community.

The 2018 – 2020 school plan for 'Inspired Teaching' will include the implementation of evidence-based practices including Visible Learning strategies. Additionally, teachers will be provided with opportunities to engage with stronger models of Quality Teaching by working with educators in other schools.



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

This year, the Language, Learning and Literacy (L3) program was fully implemented in Kindergarten with 5 teachers completing the first year of training. With the support of instructional leaders across all stages, teachers consistently and regularly used data to inform their teaching of literacy and numeracy. Data chats are an integral part of the school's operations. Learning Walk and Talk data indicates that all teachers are using learning intentions and success criteria in their lessons. Teachers worked hard this year to embed effective feedback at the task, process and self-regulation levels. Students responses to questions – How do you know you've learnt it? and How could you improve? are revealing more consistent answers, indicating that teachers are making the learning intentions and success criteria more embedded in their lessons and teacher –student and student–student dialogue revolves around these key elements. Additionally, more students are now referring to the school's 'expert learner' framework when answering the question – How are you an expert learner?

Chromebooks were purchased for all students in years 3 – 6, allowing access to the internet and Google suite. Students in years 3–6 focussed on developing their capacity to lead their own improvements in writing. With the use of Google suite, they were able to share and gain feedback on their writing both from teachers across the school and their peers.

Year 1 of a three-year mathematics action plan was implemented in stage 2 to address needs as indicated by internal and external data. The plan resulted in focused professional learning in the area of problem solving to address working mathematically outcomes and explicit teaching of problem solving through flipped lessons, allowing problem solving to drive the teaching of mathematical concepts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Tell Them From Me staff survey results will indicate sustained scores of 7.9 or above in 'data informs practice' driver of learning, when compared to 2016 survey.</p> <p>100% of teaching staff indicate that they are consistently identifying 8 Ways Pedagogy in classroom practice.</p> <p>80% Kindergarten reach reading L9</p> <p>80% year 1 reach reading L16; 80% year 2 reach reading L26</p> <p>80% year 3 reach band 3+ in</p>	<p>Learning and Support Teacher</p> <p>\$100 000</p> <p>FTE 0.8 Learning and Support Teacher</p> <p>FTE 1.4 Instructional leaders</p>	<p>Tell Them From Me staff survey data indicated a sustained score for 'data informs practice' driver of learning. This is significant given the number of staff changes. School embedded practices of regular data chats with reading and writing analysis has made these results possible.</p> <p>Data collected at the end of 2017 indicated that 95% of staff are consistently identifying the Aboriginal 8 Ways of Learning in their classroom.</p> <p>55% of Kindergarten students are reading L9 or above, with 23% 'just off the boil.</p> <p>83% of year 1 students have met or exceeded grade expectations in reading.</p> <p>78% of year 2 students have met or exceeded grade expectations in reading.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN for reading; 80% year 3 reach band 3 or above in NAPLAN for Number, Patterns & Algebra		82% of year 3 students have reached Band 3 or above in reading. 70% of year 3 students have reached Band 3 or above in Number, Patterns and Algebra.

Next Steps

The 2018 – 2020 school plan for 'Inspired Learning' will include phase 2 of the Language, Learning and Literacy program to be implemented in years 1 and 2. Visible learning strategies employed by teachers will allow students to become self-regulated learners and the school's 'expert learner' framework will enable students to develop future focused skills across all areas of learning.

The school will implement the literacy and numeracy progressions within quality, integrated units of learning with the development of strong skills in inquiry processes that incorporate communication, collaboration, critical thinking and creativity.



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 2017, we coordinated and implemented a range of opportunities that focus on increasing engagement with our local community, evident in expos, barbecues and other events:

Welcome BBQ at the beginning of the year which was attended by many families including new families to our school. Many older siblings, who had attended Whalan some years ago, visited during this time to re-connect with the school community.

Mother's Day, Father's Day and Grandparent's Breakfasts 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. During open classroom time, students took their family member to their classrooms to share their learning.

Expos in terms 2 and 3. The Expos provided opportunities for parents to see and interact with activities that illustrate how their children learn and take away ideas to help them support their children with their learning at home. The term 3 Expo had a greater emphasis on learning in mathematics, offering hands on activities to understand what is being taught and how it is being taught as well as ideas to help at home.

'Friends of Whalan' morning tea to thank parents and community members who contributed their time to support teachers and students throughout the year in a myriad of learning and extra curricular events.

We created a school Facebook page to improve our communication and to provide a platform for sharing photos and news about what students are learning. Many posts are being shared and commented on so this is proving to be an effective tool for sharing and communication.

Additionally, the school's P&C, who operate the canteen, have implemented the Healthy Canteen strategy and both students and families have responded extremely well to the range of healthy options that are available daily.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Strengthening Community Partnerships \$9 000 Tunin' In Early Years Education initiative FTE 0.6 Community Engagement Officer	All events throughout 2017 have been high parent and community attendance, especially our Expos where we saw over 50 parents attend. Staff have reported that they are seeing more parents and community members during 'open classroom' time. Additionally, parent / teacher interviews have seen a record number of parents attending. At the beginning of 2017, Whalan's Facebook page was created to showcase student learning and communicate important information with parents. In March there were 23 page views. Since then, the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		page has seen a dramatic increase in views. In the first week of December 2017, each post is averaging 65 page views. This year has seen an increase in the number of parents interacting with the page; liking (343likes), sharing, commenting, asking questions and tagging others. Additionally, 667 community members have downloaded the Skoolbag app.

Next Steps

The school conducted a poll to determine the community's most valued outcomes for their children. 120 parents voted on their top three priorities:

- * Strong skills in literacy and numeracy
- * Confidence when learning more rigorous and challenging work
- * Skills for healthy lifestyle choices

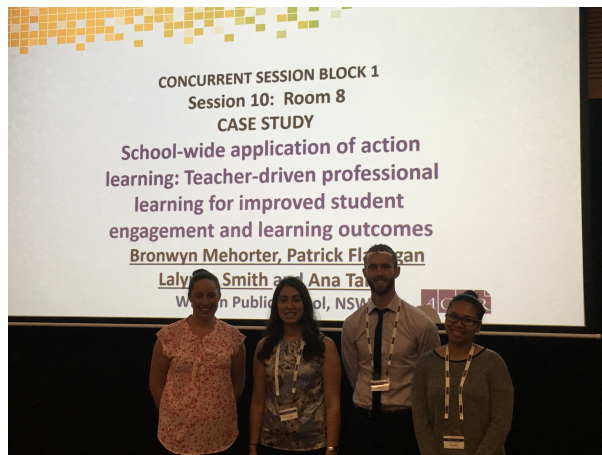
The 2018 – 2020 school plan for 'Communication and Connection' will incorporate processes to allow the school to be more outward facing so that the whole school community is engaged, empowered and connected.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer</p> <p>\$65 000</p> <p>Cultural program –</p> <p>Jai Pitman – Liven Deadly program</p> <p>\$20 000</p> <p>Aboriginal equity loading</p> <p>\$94 000</p>	<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. Our Aboriginal students presented an entertaining and informative NAIDOC celebration. The 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/excursions/school events and information around one of the Aboriginal 8 Ways of Learning. Professional learning for staff included a review of the Aboriginal 8 Ways of Learning 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 through culture. Aboriginal 8 Ways of Learning are an included part of every lesson and are recognised through learning intentions and the Aboriginal 8 Ways symbols. Personal Learning Pathways (PLPs) have been written in conjunction with parents and/or carers to map learning goals for students. The annual Deadly Awards was a wonderful culmination and celebration of culture, student effort and achievement.</p> <p>2017 NAPLAN results indicate a 20% increase in the number of year 3 Aboriginal students in the top two bands for numeracy and a 23% increase for literacy.</p>
English language proficiency	<p>Speech Therapy \$28 000</p> <p>English language proficiency loading</p> <p>\$80 000</p> <p>PM reading program</p> <p>\$26 000</p>	<p>Teachers continue to use the EAL/D learning progressions to identify needs of students in their classes and plan teaching and learning programs accordingly. Teachers discuss the specific needs of students during data chats and set goals for individual students. The school's EAL/D progressions, aligned to the data wall have helped teachers when planning literacy programs.</p> <p>The PM reading program was implemented across K–2 classes. The program has provided daily reading to enhance the school's literacy learning programs. See specific results in strategic direction 2.</p> <p>Preschool and Kindergarten children were targeted for speech therapy. All students have shown an improvement in their articulation, receptive and expressive skills.</p>
Low level adjustment for disability	<p>Additional Learning and Support Teacher</p> <p>\$100 000</p> <p>Low level adjustment for disability loading \$267 000</p>	<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>

Low level adjustment for disability	<p>School learning Support Officers</p> <p>\$100 000</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>School learning Support Officers supported students in accessing a differentiated curriculum.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS \$30 000</p>	<p>Teacher mentors were assigned to each stage to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Mentors provided comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework.</p> <p>Instructional leaders across K–6 worked closely with new teachers to ensure strong literacy and numeracy programs were implemented.</p>
Socio–economic background	<p>Occupational Therapist</p> <p>\$10 000</p> <p>Chromebooks \$50 000</p> <p>Socio economic background loading</p> <p>\$754 000</p>	<p>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.</p> <p>The school has provided speech therapy, occupational therapy, additional staff in various roles, technology in classrooms, smaller class sizes, upgrades in flexible learning spaces and Books in Homes across K–2 to improve student engagement and learning outcomes.</p>
Support for beginning teachers	<p>\$40 000</p>	<p>Teacher mentors were assigned to each stage to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Mentors provided comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework.</p> <p>Instructional leaders across K–6 worked closely with new teachers to ensure strong literacy and numeracy programs were implemented.</p> <p>The school's comprehensive induction program was again implemented successfully and beginning teachers benefited from the department's additional funding for all beginning teachers which allowed for extra release from face–to–face time and professional learning opportunities related to whole school programs.</p>

<p>Early Action for Success</p>	<p>FTE 1.4 Instructional leaders</p>	<p>EarlyAction for Success</p> <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 use data inform their decisions and teaching practices has led to improved student learning outcomes as seen in these results:</p> <p>Kindergarten: 55%of students achieved at or above stage expectations in reading and comprehension. 62% of students achieved at or above in counting (being able to count to 30 and give the number after). 87% of kindergarten students are working at or above in early arithmetical strategies (count visible items and build and subtract numbers by using concrete materials to represent each number to find the total count).</p> <p>Year 1: 83% of students have achieved stage expectations or above in reading and comprehension. 71% of students achieved at or above in counting (can count to 100 and give the number after). 69% are achieving end of year expectations in early arithmetic strategies (use known facts and other non-count-by-one strategies to solve problems).</p> <p>Year 2: 78% of Year 2 have achieved or are working beyond minimum expectations in reading and comprehension. 83% are working at or above stage expectations in counting (counting beyond 100) and 79% of students are working at or above expectations in early arithmetic strategies (use known facts and other non-count-by-one strategies to</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	164	163	172	173
Girls	142	132	143	147

In 2017 there were 320 students enrolled in classes K–6 with another 69 enrolled in the preschool and Early Intervention Unit. Enrolments continue to increase at a steady pace.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.5	90.4	88.1	87.6
1	90.5	88	87.1	86.7
2	91.3	88	89.5	92.2
3	90	91.1	87.4	90.7
4	95.2	90.5	90.4	88.7
5	91.1	91.6	91.4	89
6	91.4	90.9	92.3	91.4
All Years	90.9	89.9	89.1	89.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
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

In 2017 our attendance rate was 89.20. Students in older grades attend more regularly compared to their younger counterparts. This year, we have seen a significant improvement in the number of explained absences.

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

*early and regular contact with parents when children are absent

*weekly and term by term attendance rewards

*weekly absentee notices sent home

*ongoing HSLO referrals

*regular communication via the website, newsletters, Facebook and the school app about the benefits of regular attendance

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	21.41
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	9.82
Other Positions	0

*Full Time Equivalent

In 2017, our Aboriginal staff consisted of one Aboriginal Education Officer (AEO), three School Learning Support Officers (SLSO) and one 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 2017 we provided professional learning opportunities focused on curriculum and pedagogy with a particular emphasis on literacy and numeracy teaching, Critical and Creative Thinking and expert learner skills. Teachers attended fortnightly professional learning sessions and five staff development days which included training and development for the implementation of the Geography syllabus.

School Learning Support Officers (SLSO), the Aboriginal Education Officer (AEO) and administrative staff also participated in a range of workshops and training sessions. In 2017 these included compliance training in Child Protection, WHS training, Anaphylaxis training, CPR and Emergency Care.

This year has seen three teachers achieve accreditation at proficient level. Three teachers have maintained accreditation at proficient level. Four teachers have begun working on their accreditation at Lead or Highly Accomplished level. Additionally, teams of teachers presented at the Ignite the Spark conference on effective differentiation of mathematics and also at the Excellence in Professional Practice Conference on the school's teacher-driven learning for improved student engagement and learning outcomes.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	278,772
Revenue	6,003,211
Appropriation	5,908,113
Sale of Goods and Services	29,607
Grants and Contributions	61,605
Gain and Loss	0
Other Revenue	0
Investment Income	3,886
Expenses	-5,984,299
Recurrent Expenses	-5,981,913
Employee Related	-5,481,780
Operating Expenses	-500,132
Capital Expenses	-2,386
Employee Related	0
Operating Expenses	-2,386
SURPLUS / DEFICIT FOR THE YEAR	18,912
Balance Carried Forward	297,684

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	2,321,259
Base Per Capita	56,477
Base Location	0
Other Base	2,264,782
Equity Total	1,196,103
Equity Aboriginal	94,583
Equity Socio economic	754,166
Equity Language	80,163
Equity Disability	267,191
Targeted Total	730,235
Other Total	1,344,066
Grand Total	5,591,663

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.

Year 3

In the area of literacy which incorporates reading, writing, spelling, grammar and punctuation, there has been a drop of 11% in the number of students in the bottom two bands and an increase of 18% in the number of students in bands 3 and above.

Additionally, the year 3 average NAPLAN score for literacy is 373.60 which is 11.6 points higher than similar schools. Year 5 average NAPLAN score for literacy is 435.84, only 0.7 points below the score for similar schools.

In the area of numeracy there has been a drop of 27.6% in the number of students in the bottom two bands and an increase of 27.7% in the number of students in bands 3 and above.

Additionally, year 3 average NAPLAN score for numeracy is 354.77 which is 3.35 points higher than similar schools.

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.

2017 results show a 20% increase in the number of Year 3 Aboriginal students in the top two bands for numeracy and a 22.5% increase in the number of Year 3 students in the top two bands for literacy.



Parent/caregiver, student, teacher satisfaction

Students 124 students from years 4, 5 and 6 completed the Tell Them From Me survey. Students are intellectually engaged at high levels. Students' interest and motivation is at 90% compared to the Government norm of 78%. Relevance of learning is at 8.5 compared to the Government norm of 7.9. Learning rigour is at 8.8 compared to the government norm of 8.2. Student effort is at 92% compared to the Government norm of 88%.

The Centre for Education Statistics and Evaluation (CESE) identified Whalan Public School as providing high levels of advocacy which refers to the degree to which students' academic and wellbeing needs are considered and supported. As a result a case study 'Support for learning' is being published by CESE with practical examples of how schools can provide high levels of advocacy for their students.

Parents Parents who completed the survey rated each measure higher on a 10 point scale compared to parents of children from other NSW Government schools.

Parents feel welcome rated 8 compared to 7.4

Parents are informed rated 7.6 compared to 6.6

School supports positive behaviour rated 8.1 compared to 7.7

Inclusive school rated 7.4 compared to 6.7

Teachers Whalan PS teachers rated the drivers for student learning and the dimensions of classroom and school practices higher on a 10 point scale compared to teachers from other NSW Government Schools.

Collaboration rated 8.2 compared to 7.8

Teaching strategies rated 8.2 compared to 7.9

Challenging and visible goals rated 7.8 compared to 7.5

Planned learning opportunities rated 7.9 compared to 7.6

Quality feedback rated 7.5 compared to 7.3

Overcoming obstacles to learning rated 7.9 compared to 7.7



Policy requirements

Aboriginal education

Cultural awareness and education remain 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 implement his 'Liven Deadly' program and help us learn about culture through story, dance and performance. Our Aboriginal students presented an entertaining and informative NAIDOC celebration and our Aboriginal students performed dances for Harmony day and our annual Deadly Awards.

The 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/excursions/school events and information around one of the Aboriginal 8 Ways of Learning. Professional learning for staff included a review of the Aboriginal 8 Ways of Learning so that they are informed and have examples of how they may plan and program for the Aboriginal 8 Ways of Learning so that all students are being taught through culture.

Aboriginal 8 Ways of Learning are included in every lesson and are recognised through learning intentions and the Aboriginal 8 Ways Symbols. Timber signage for the Aboriginal 8 Ways of Learning have been placed in various outdoor areas throughout the school grounds.

Personalised Learning Pathways (PLPs) have been written in conjunction with parents and/or carers to map learning goals for students. The annual Deadly Awards was a wonderful culmination and celebration of culture, student effort and achievement. We were privileged to have Aboriginal Elders Uncle Greg and Uncle Wes in attendance on this day.

The school's Aboriginal Education Officer implemented a familiar reads program with all Aboriginal students K-3.

The Tunin' In – Early Years Education initiative provided funds for a Community Engagement Officer, three days a week to support and engage Aboriginal

parents in the education of their preschool aged children. This program was extremely successful, with all Aboriginal parents maintaining ongoing engagement with their child's learning throughout the year. The success of this program will be built on in 2018, with the school adding additional funds to increase the number of days for the Community Engagement Officer to a full time position so that both preschool and kindergarten parents benefit.



Multicultural and anti-racism education

Harmony day was celebrated this year with Whalan Tropfest. To celebrate the school's 50th anniversary and its cultural diversity, each class created a short film. Teaching and learning programs in the lead up to Whalan Tropfest focused on the school and community's history, its changing cultural diversity and everyone's intercultural understanding. Whalan Tropfest was attended by a record number of parents and community members.

The 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. This has assisted teachers to successfully plan teaching and learning activities for EAL/D students in their classes.

One member of staff is trained as an Anti-Racism Contact Officer (ARCO). Any instances of racism that occur are referred to the officer who conducts an investigation where necessary according to department guidelines. There were no instances that required intervention by the ARCO in 2017.

Other school programs

Preschool Another eventful year has seen our

preschool children involved in a wide range of experiences. In 2017 we strengthened our whole preschool program, encouraging the children to become involved in learning experiences not only with their class groups but with their peers across the preschool setting. We continue to offer innovative learning experiences that challenge and stimulate the children to resource their own learning.

This year for our focus on sustainability we established a new worm farm that was kindly donated by Blacktown City Council. The Blacktown City Council's Sustainability Officer visited to teach the children the importance of recycling and composting. Together we then built the worm farm, met and held the worms before placing them into their new home. The worms have been busy creating lots of worm juice for us to use in our vegetable garden.

We are very fortunate to be involved in the Department of Education's 'Tunin' In' project this year and into 2018. We have employed a Community Engagement Officer three days per week and she has worked tirelessly to support our Aboriginal children and their families, as well as introduce the Kinderloop app as a tool to communicate daily learning direct to our families' phones.

We are constantly amazed and overwhelmed with family and community support through donations, fundraising and assisting at school events. One mum demonstrated her artistic skills in applying Henna Mehndi designs to the children's hands. She also shared her cultural knowledge about Mehndi and Eid festivals. We would like to thank all our wonderful parents as partners in the learning journey of all our children.

We had the privilege of working in partnership with Sharon Pierce, Occupational Therapist each week. She provided professional learning, support and led small group learning specific to fine and gross motor development. Through the introduction of Mat Man from the Handwriting Without Tears program, we have seen such an impact on the children's writing and drawing. We also were lucky to partner with Families First who ran a weekly intensive social skills program known as PALS. The children not only refined their social skills but grew enormously in confidence.

Our preschool has also been involved in many school events including celebrating Whalan Public Schools 50th anniversary, Education Week, dressing up for Book Week, participating in the National Simultaneous Storytime and enjoying Stage 3's marvellous Mini Fete.

We were grateful to continue our links with Mount Druitt Community Health Service to offer the children free vision screening through the STEPS program. Two UNSW Speech Therapy students also provided targeted one on one therapy for a small number of our children.

Our preschool educators continue to extend their professional learning, attending regular Aboriginal Transition to School network meetings, Positive Behaviour for Learning (PBL) training and completing

an online Understanding Autism Spectrum Disorders course.

Support unit Our school offers a broad and inclusive program for children from Preschool through to Year 6. In addition to mainstream classes, we have regional support classes for children identified with special needs. We currently have 4 classes in our support unit: an Early Intervention class that caters for pre-school students with additional needs; a class for students with mild intellectual disabilities; a class for students with moderate intellectual disabilities and a multi-categorical class which caters for those students with moderate / high learning support needs. Each class is aligned closely to a stage and engages in similar teaching and learning experiences while providing the additional support that our students require to actively engage with the curriculum.

This year the students have continued their focus on developing skills in using many different forms of technology to enhance learning. Students have become quite proficient in using the varied features of Google classroom and have used this platform as a way to collaborate on learning projects and to share their learning with others.

We have used cameras, iPads and video editing programs to design and produce videos about our history, both personal and community. Students demonstrated great skills and enthusiasm in sharing their videos at Whalan Tropfest.

Some of our students entered a competition run by author Debra Tidball in conjunction with the releases of her picture book, "The Scared Book". Students were asked to draw or make a unique monster, name it and tell about one of its interests. Over 200 students from many schools entered the competition, but Whalan students were the only ones who entered 3D creations. One of our students won the competition and received a copy of The Scared Book and a school visit from the author. Several other students were finalists and were awarded certificates.

Our students from the Support Unit are integrated regularly according to their individual strengths and needs. Each child in the primary school has a mainstream class that they are aligned to. This provides an opportunity for them to integrate into mainstream classes, enabling them to develop friendships with students across the school.

School Leaders and Student Representative Council

In 2017, the student leadership team consisted of 11 students. The Student Representative Council was made up of 2 elected students from each class in years 3 – 6.

The School Leaders and SRC met regularly to discuss relevant school issues. The School Leaders produced a weekly 'Whalan News', communicating all the information that the students need to know for the week. The weekly videos were shared on the school's website and Facebook page to communicate important news messages to the community.

The School Leaders and SRC ensured the smooth running of the school by performing services to the school regularly as well as running formal school assemblies and meeting special guests. The School Leaders also had an opportunity to share their experiences with the year 5 students at this year's 'School Leadership day'. These opportunities allowed the students to demonstrate an interest in their school and community, and to develop and foster leadership skills.

Stephanie Alexander Kitchen Garden Students 3–6 continued their participation in fortnightly kitchen lessons led by the school's 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. The school also entered the Blacktown Council Garden competition and was awarded second place in the Best Education Facility – Primary School category.

Cross Country 2017 was a successful year for Whalan Public School regarding cross country. During term 2 we held our annual school cross country consisting of 8 competitive categories. Following this event, a pleasing 48 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 stage. The high level of sportsmanship from the students was encouraging to see as they represented Whalan with pride.

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 and a successful competitor to the Regional Athletics Carnival. Our K–2 students didn't miss out on the day, with activities such as captain ball and other novelty events were organised as well as a 100m race. 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 competition The school entered competition in League Tag, Volley ball, Newcombe ball and soccer. Students in all of the PSSA teams demonstrated a strong commitment to developing their skills and displaying outstanding sportsmanship.

Many senior students took on a mentoring roles, devoting their time to watching the younger players and giving them feedback.

We had two strong teams in the netball competition this year and our senior netball team made it to the semi-finals but unfortunately lost.

Our senior soccer team finished 4th in the competition, while the two Whalan Junior teams finished 4th and 7th respectively. The Whalan Junior A team were successful enough to go through to the Semi-Finals to play against the Hassall Grove A team but were defeated 0–2.

Visual Arts Our school's visual arts program led by a specialist art teacher in a fully equipped art room allowed students to work with a variety of media such as digital, collage, drawing and painting, to produce works of a high standard expressing their creativity, originality and individuality. This year, the school entered four student artworks in Operation Art, and 3 of the art works, from Year 1, Year 2 and Year 4 were selected for the Art Bank category. This meant not only were they exhibited at the Armory Gallery at Sydney Olympic Park along with over 800 artworks from students all over NSW, but they will be part of an exhibition in a country hospital in NSW in 2018. This is a great honour and the students should be very proud of their achievement.

Library Our school library continued to change and evolve throughout the year to meet the needs of our students. New resources were purchased to add to all of our library's collections and students have continued to be avid borrowers, with Years 2–6 enjoying housing library books they are currently reading in their class book boxes.

Our P&C sponsored the Books in Homes program from K–6, which allowed each student to receive three books of their own choosing to take home and add to their own personal library. Some calculations were done, and we acknowledged the contribution Books in Homes has made to our school's positive reading culture: students finishing Year 6 this year have received 51 books each since the program was introduced into our school in 2011.

In the weeks prior to Book Week, classes read and discussed the CBCA's shortlisted books with a particular focus on the novel "Captain Jimmy Cook Discovers Third Grade" and the picture book "Gary". Classes were then treated to an entertaining and engaging, interactive live performance of these books by Meerkat Productions.

Each year The Children's Book Council of NSW organise a video conference which allows students to discuss the shortlisted books in the Young Readers section. This year, Whalan was asked to host this event and a group of Stage 3 students participated in the lead up activities and the discussions on the day. In keeping with CBCA's theme for 2017, "Escape To Everywhere" the students dressed up as characters from the short listed books and packed travelling bags with items related to the books.

Author Belinda Murrell visited on the day and talked about the writing process and shared her passion for reading , writing and libraries.

Performing Arts The school's choir performed during Education Week at Mount Druitt Westfield. They showed appreciation to their teachers and celebrated individuality through their performance of *Thank You* by Joanna Sam and *Believe in Yourself* by Ziggy Marley. These performances comprised of a mix of chorus, call and response and small vocal ensembles.

This year, Junior dance included students from years 1–3 with the majority of the group made up of energetic year 1 students. All students were eager to learn their first dance which was to Nikki Webster's 'Dancing in the Street' for the school's 50th anniversary celebrations. The students performed this dance and showed off their talents during a whole school dance off at the end of term 2.

The Senior Dance group included girls and boys and they performed at both Mount Druitt Westfield Public Education Concert and Whalan Education Week Open Day to 'Can't Stop Dancing' by Becky G. They practiced weekly at lunch time and were eager to learn.

The Polynesian Dance Crew represented many Pacific Islander countries who came together to perform at both Mount Druitt Westfield Public Education Concert and Whalan Education Week Open Day. The group had a senior boys and girls group and junior boys and girls group. The seniors taught the juniors the traditional cultural moves. The girls performed 'Don't Dream its over' performed by Nyssa Collins which had a mixture of English and Samoan words. The boys performed to Te Vaka – Pate Tate Tutuki.

The school celebrated its third biennial MADD concert to showcase the music, art, dance and drama talents of students across Preschool to year 6. The concert was themed – The Golden Years and included performances from across the decades beginning with the 60s to celebrate the school's 50th anniversary.