

Whian Whian Public School Annual Report



2018



2980

Introduction

The Annual Report for **2018** 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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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 15 students as of March 2018. The K–6 students work in small groups and also together as a whole class. They are involved in a great variety of activities, in and out of class.

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

Classes are specifically structured in very small groups for Literacy and Numeracy. Our Gardening and Environmental Education programs are supported by community members and the nearby Environmental Education centre.

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

Co-operation with schools in our Learning Community provides all Whian Whian students with the opportunity for extension activities and interest programs each term.

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

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 has focussed on student engagement to increase student learning and this has required teaching methods to be revised. We had identified a lower level of engagement and student excitement about their learning. As we moved to a more student centred learning focus, student engagement has increased. This will be refined in 2019 and formative assessment of student learning will be imbedded and systemically used in planning and assessment.

The school environment is in the process of being invigorated. This has been planned over 2018 and will continue into 2019.

Students are beginning to identify their learning needs as described by the progressions. This guides the planning of their learning and also makes them aware of their learning intentions. This has been initiated in Literacy and numeracy.

Our school has identified an opportunity to improve the use of data in identifying learning needs of students and planning to meet those needs. This also guides improvement in teaching methods and strategies. We will continue to explicitly use data where possible.

We have identified a community problem with attendance. This has been addressed in many newsletters as well as individual discussions. It is ongoing as the attitudes of some parents do not agree with what we require of the students, regarding the importance of attendance. We are continuing to dedicate our efforts to improving this awareness within parents of the importance of student attendance. As the school environment and learning opportunities are invigorated and students are more readily engaged, we expect student attendance will improve with the students interest and desire to participate.

One strategy the school has implemented is the weekly reporting of student learning needs to parents. This takes the form of a simple personalised slip attached to each family's newsletter. This has two main aims. It is aimed to notify parents and students of area of opportunity for improvement and to encourage parent participation in their child's learning.

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

Innovative quality teaching impacts on learning through student engagement, developing active and creative citizens.

Purpose

To further provide exciting opportunities for students and build capabilities for staff to plan and provide quality learning opportunities for students in all areas. To ensure each student is supported to achieve at the appropriate level.

Classroom practice and collaborative planning will support high levels of quality engagement in a current curriculum. High expectations and quality teaching practices will support fearless learning. Students will be supported at appropriate levels and encouraged to take risks to ensure successful learning .

Regular and relevant assessment and reporting on the progress of students will enable planning to be specific and meaningful to the needs of each student. This is aimed to directly involve and engage the parents to support their child's learning.

Overall summary of progress

Student engagement was identified to be an area where an opportunity for improvement exists. Our strategies to encourage more student centred learning has been successful.

We have begun to use formative assessment and will increase this in 2019. Teachers are engaged in training to implement formative training in their classroom teaching practice.

Students have engaged in several opportunities to perform in the school band in the public. They have also collaborated with a neighbouring school to perform for the public as well.

Our art program has encouraged engagement for many students. They designed and presented their work in the local community. This has had an identified effect on increased attendance.

STEM programs have begun and are evolving as staff and students learn new skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The communication between school and families is meaningful and supports student learning.		Communication between school and the families of students has been improved by the fortnightly report of student needs that has been implemented. Parents are commenting that the briefer, more specific format is more effective than the longer, comprehensive format that was initially trialled.
Community members are more involved in the school and participate in the learning of the students.		Members of the community have shared their love of learning with the students in science, gardening, Aboriginal Ed, cooking and music. Parents have been willing to support their children in participating in many out of school performances in the school band.
Students demonstrate and express understanding of their development and improvement as learners.		Students have completed the initial stages of their progressions based understanding of their own learning needs, using the I can statements.
Staff identify areas in their practice needing improvement and these are reflected in their PDPs.		Staff Professional Development plans have been effectively used and will be renegotiated in the new year, based on newly identified needs or ongoing development to be continued.

Next Steps

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Strategic Direction 2

Leading and managing the school to meet the diverse needs of students, staff and community.

Purpose

To create a stimulating and engaging learning environment with a differentiated curriculum to successfully meet the diverse needs of students, staff and community.

To build a culture of high expectations, effective participation and community engagement, resulting in sustained and measureable whole school improvement.

To encourage community use of the school environment to demonstrate a healthy and active attitude to learning.

To provide opportunities for students to interact with the wider community to give meaning to their learning.

To ensure systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

To encourage students to be happy, confident, safe, active, healthy, enthusiastic and successful learners.

Overall summary of progress

The learning environment has undergone an invigoration. This continues to develop to meet the needs of the community and students.

Student centred learning and increased community participation is building a culture of high expectations. This greater student engagement is continuing and we must remain vigilant in continuing this growth.

Systems are continually being adjusted to ensure the effectiveness of our school. Learning programs are continuing to be improved to better meet the individual needs of the students and to utilise the skills and interests of staff and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students explain the processes to support their wellbeing. They know what to do and who to find.		Students are aware of who they can find if they need help. They are trained in peer support.
There are positive contributions by community members to the culture of participation in learning.		Several parents demonstrate their love of life long learning by sharing their skills and knowledge with the students regularly.
Students have taken the opportunity to participate in extension activities in the wider community.		Students have performed in three concerts in the community. Parents have been willing to support this on weekends and 100% attendance indicates that commitment.

Next Steps

Steadily, a culture of risk taking in a supported and safe environment is taking place in the students' learning. This security is where this safe feeling comes from and it must continue to grow and strengthen.

The appropriate resources are available for students to have these opportunities. These resources are shared with the community who are demonstrating diverse interests and that life long love of learning we want to encourage.

By supporting the students' learning, we demonstrate to all that we value this learning and have high expectations of them and a belief in their ability that accompanies those expectations.

While this year has required unusual reserves of support regarding welfare for students, staff and community, we have succeeded in maintaining a strong, healthy relationship with our community.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	1146	This key initiative funding is combined to allow for targeted staffing to cater for the needs of all the students.
Socio-economic background	4426	This key initiative funding is combined to allow for targeted staffing to cater for the needs of all the students.
Integration support for disability	57588	This funding provides support to ensure safety and wellbeing as well as great learning opportunities for a student with disabilities.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	9	9	10
Girls	9	9	8	7

Student numbers have remained consistent again in 2018. We expect that to remain the case in the near future. We are in close contact with families in our school zone and contact any new arrivals to ensure are aware of what we offer as their local public school.

More boys than girls are enrolled and this impacts on our provision of meaningful and interest based experiences. The general age of the student body is older as we have only 2 students in ES1 and S1. This is expected to continue for next year and then younger students are expected to enrol.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	95.7	81.5	93.7
1	95.8	92.5		78.4
2	97.8	92.5	93.8	
3	94.1	92.6	91.3	94.8
4	100	95.7	92.4	83.1
5	96	97.8	93.5	92.1
6	96.2	97.3	95.1	92.4
All Years	95.2	94.4	92	89.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9		93.4
2	94	94.1	94	
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.3

Management of non-attendance

Whian Whian Public School uses a personal approach to manage non-attendance. Parents are required to explain absences and inform of any upcoming absences.

There have been many instances of illness and some quite serious and long term, which has impacted on attendance. This is beyond the school's control.

We are dedicated to improving the attendance percentage of student where possible. Parents are made aware of the attendance requirements for their child and the responsibility that rests with the parent and the school. While not all parents agree that attendance is as important as schools do, we are working with the students to ensure they are not putting pressure on their parents to non-attend. Some impact has been reported.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

We have no staff members identifying as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Staff Professional Development Plans drive the professional learning in this school.

As well as this, there has been a great deal of professional learning required in the finance and admin system changes.

Staff have completed one year of the 2 year Assessment for Learning professional learning. They have prepared for Literacy and numeracy progressions. Staff have trained in the implementation and utilisation of PLAN 2.

Staff members are continuing to focus on training to help student learning in the areas of STEM. Staff are catering for student who live with disability, both physical and mental illness.

All teachers are beginning their next phase of accreditation. Support has been sought and staff are aware of the requirements and have begun that process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

December 2018.

	2018 Actual (\$)
Opening Balance	67,430
Revenue	375,016
Appropriation	364,270
Sale of Goods and Services	242
Grants and Contributions	9,518
Gain and Loss	0
Other Revenue	0
Investment Income	986
Expenses	-363,552
Recurrent Expenses	-363,552
Employee Related	-334,821
Operating Expenses	-28,731
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	11,464
Balance Carried Forward	78,895

Funds are used in staffing to meet the needs of students. Professional learning is also a major expenditure although we try to manage this effectively, to reduce this cost.

The school learning environment is also in need of attention. This has been a much less expense but greater than previous years.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	270,657
Base Per Capita	3,287
Base Location	2,818
Other Base	264,551
Equity Total	15,984
Equity Aboriginal	0
Equity Socio economic	4,426
Equity Language	0
Equity Disability	11,558
Targeted Total	57,588
Other Total	17,445
Grand Total	361,674

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.

Small student cohorts such as Whian Whian's are not permitted to be published as it is easy to identify individual students. Privacy of students prevents this publication. Our school uses the data gained from NAPLAN to support school assessments and as a diagnostic tool planning for future learning.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN literacy is used by the school to assess and confirm evaluation of student growth. As the cohort is so small, this report can not publish results to protect the privacy of individual students.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

NAPLAN Numeracy assessment is used by the school to assess and confirm evaluation of student growth. As the cohort is so small, this report can not publish results to protect the privacy of individual students.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

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.

Please refer to the my school website for details. Be aware that students results can not be published as the small cohort makes identifying individual students possible.



Parent/caregiver, student, teacher satisfaction

Parents express great satisfaction in the learning opportunities offered to their children. Staff are involved and consulted and lead aspects of the school. All staff are integral in the running of the school as a successful learning facility.

Staff have expressed their satisfaction in the way our school has functioned and staff, students and parents are excited for the directions the school is taking in the very near future.

Policy requirements

Aboriginal education

Our school ran a very successful Aboriginal cultural and language program this year. We were able to organise a local tutor to work with the students each week for 2 terms. This has not been confirmed for next year but if it can't continue we will replace that program with another authentic Aboriginal Education program.

Multicultural and anti-racism education

Each month the students studied a country that has significantly impacted on our area through immigration or we often identified someone we knew from another country. This was accompanied by a special lunch even each week which was based on the food of that nation. This was a very popular event and the community participation aspect was pleasing as well.