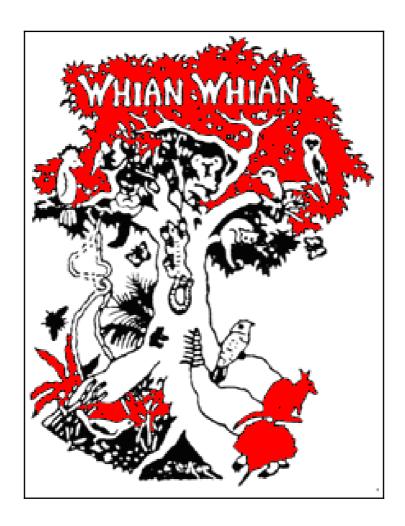# Whian Whian Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

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.

Improvement Measures

The communication between school and families is meaningful and supports student learning.

Community members are more involved in the school and participate in the learning of the students.

Students demonstrate and express understanding of their development and improvement as learners.

Staff identify areas in their practice needing improvement and these are reflected in their PDPs.

Progress towards achieving improvement measures

Process 1: To encourage Parent participation in their child's learning through regular and meaningful communication. This will include informing parents of current plans and recent assessment of student learning. The opportunity for Parents and students to contribute to planning for learning will be embedded.

Evaluation	Funds Expended (Resources)
Parents have commented that the communication system is effective. During the "planning for 2020" meeting in January, staff will discuss improvements regarding ease of compilation by staff, contributions of students and understanding by parents.	

Process 2: Student centred learning will motivate and engage students who will be encouraged to take ownership and therefore responsibility for their learning at the age appropriate level.

Students will express their goals for learning and will contribute to the achievement of these identified learning goals.

Evaluation	Funds Expended (Resources)
Students have completed all their units of work. Many have demonstrated an improved level of engagement. Some of the students have experienced deeper levels of understanding. They have been able to teach their peers about their learning. Some students are still taking advantage of the student centred planning aspect of their learning. In 2020, the opportunity exists to further encourage students to choose activities to enhance their interest in their learning. Some will also require higher levels of support to achieve success in their learning.	

Next Steps

Generally, the level of student engagement has increased. Differentiation in learning experiences as well as varied levels of support have ensured students succeed. This has promoted confidence in each child's ability to succeed.

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.

Improvement Measures

All students explain the processes to support their wellbeing. They know what to do and who to find.

There are positive contributions by community members to the culture of participation in learning.

Students have taken the opportunity to participate in extension activities in the wider community.

Overall summary of progress

Students and community members have demonstrated that they value the opportunities for their children to be involved in the community, either at school or when the school interacts in the wider community. Members of the community demonstrate that learning is a life long experience.

Students are able to access support in their well being and can explain the process used.

Progress towards achieving improvement measures

Process 1: Our school is a vibrant, exciting, interesting, safe and happy environment for students, staff and community to share learning in. The facilities support a wide range of interests and opportunities for learning. The environment is diverse and safe while encouraging the imagination and interests of all.

Evaluation	Funds Expended (Resources)
Community comments have been very positive about the initiatives in Art and Music. Students are highly motivated in these areas. In literacy, parents comments were that the student writing standard has improved greatly. Encouraging comments about the integration of all students, including those with levels of disability, in all learning activities, have been made by many members of the community, including students.	

Process 2: Students are explicitly taught that risk taking is a necessary component of the learning process. Students will be supported by all staff to ensure they achieve success at their level. Parents , staff and community members are encouraged to participate, demonstrating a life long love for learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Our end of year event, culminated with a fantastically received concert, that was entirely student led. This was even more impressive in that all students contributed to the organisation and presentation. Our small parent base contributed in the preparation, with a high percentage participating.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	13603	Students are much more engaged due to the implementation of initiatives around art and music. These have integrated high levels of literacy learning, which students were generally engaged in. This will be increased in 2020.
Socio–economic background	5946	Student engagement increased due to the programs offered to students with this funding.
Integration support for disability	62000 funded a SLSO to support student learning and development in the school situation.	The funding from this source has been used to support the learning and social development of a student with disability.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	9	9	10	7
Girls	9	8	7	2

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.7	81.5	93.7	78.6
1	92.5		78.4	74.6
2	92.5	93.8		75.7
3	92.6	91.3	94.8	
4	95.7	92.4	83.1	91.1
5	97.8	93.5	92.1	93.1
6	97.3	95.1	92.4	82.8
All Years	94.4	92	89.8	88.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9		93.4	92.7
2	94.1	94		93
3	94.2	94.1	93.6	
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	78,895
Revenue	406,702
Appropriation	398,006
Sale of Goods and Services	166
Grants and contributions	7,728
Investment income	801
Expenses	-362,148
Employee related	-335,822
Operating expenses	-26,326
Surplus / deficit for the year	44,553

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	59,022
Equity Total	19,549
Equity - Aboriginal	0
Equity - Socio-economic	5,946
Equity - Language	0
Equity - Disability	13,603
Base Total	295,262
Base - Per Capita	3,989
Base - Location	2,980
Base - Other	288,293
Other Total	19,460
Grand Total	393,294

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent feedback in regular conversations, indicate a feeling of belonging and inclusiveness exists in the community. Parents have expressed that they are comfortable in participating in the school's daily operations.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.