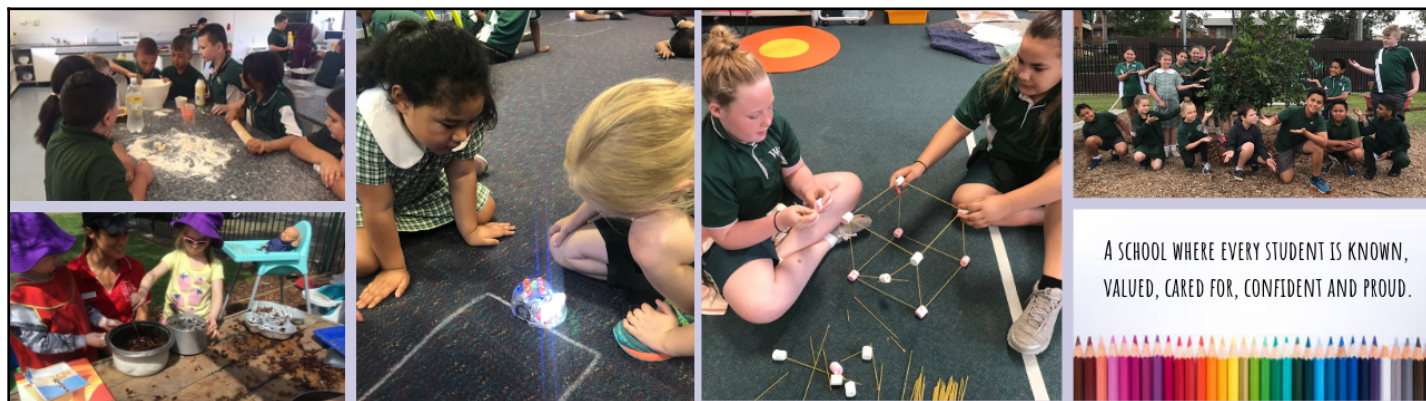


Whalan Public School

2019 Annual Report



4378

Introduction

The Annual Report for 2019 is provided to the community of Whalan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Whalan Public School

Karangie Rd

Whalan, 2770

www.whalan-p.schools.nsw.edu.au

whalan-p.school@det.nsw.edu.au

9625 9437

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 purpose for student engagement, learning, and success.

We value inquiry, creativity and self expression.

With a strong focus on high quality teaching practices we work to develop leading learners, who continually challenge themselves to higher standards and become confident, capable, global citizens.

School context

Whalan Public School is built on Darug land. It is a vibrant school that serves a diverse community with a current enrolment of 410 students , including 60 preschool children who attend on a part-time basis, and children in 4 support classes. Aboriginal students make up 25% the student population and 36% of students come from language backgrounds other than English.

The school is involved in the Early Action for Success strategy. Literacy and Numeracy are significant priorities with L3 pedagogy embedded across all classrooms K-2.

The school applies principles of Positive Behaviour for Learning, with high expectations for student engagement and 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. Whalan has a successful biennial art show with all students producing artworks. 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Inspired Learning

Purpose

Our students will be leaders of their own learning through:

- ***engagement in high quality literacy and numeracy experiences***
- ***immersion of goal-driven learning experiences and effective feedback***
- ***development of 'expert learner' skills and understandings to inspire growth in learning***

Improvement Measures

Increase the percentage of year 3 and year 5 students in the top 2 bands in NAPLAN by 100%

Increase by 30% year 4–6 students that experience flow in their learning as measured by the Tell Them From Me student survey 'high skill, high challenge quadrant for literacy and numeracy'

- 80% Kindergarten reach reading L9
- 80% year 1 reach reading L16
- 80% year 2 reach reading L26

- 80% year 3 reach band 3+ in NAPLAN for reading
- 80% year 3 reach band 3+ in NAPLAN for Number, Patterns & Algebra

Overall summary of progress

Since 2016, there has been an upward trend in the percentage of year 3 and 5 students in the top 2 bands in NAPLAN.

There has been a 12% increase in the number of students in years 4–6 who experience flow in their learning.

Over 80% of year 1 and 2 students reach reading benchmarks.

There has been a 10% increase in the number of year 3 students reaching band 3 or above in NAPLAN reading. Additionally, there has been an increase of 20% in the number of year 3 students reaching band 3 and above in NAPLAN numeracy.

Progress towards achieving improvement measures

Process 1: STRONG LEARNING CULTURE

Build a culture of goal setting and feedback for continuous student growth

Evaluation	Funds Expended (Resources)
Teachers across the school implement visible learning in literacy and numeracy lessons. Feedback from teacher to student and student to teacher is becoming a more prevalent practice. As a result, student growth in literacy and numeracy is evident in school-based assessments. Instructional coaches work with early carer teachers to ensure clear learning intentions and success criteria are present in literacy and numeracy lessons. All teachers participated in targeted professional learning in the area of 'setting goals'. Teachers are continually building their capacity to give effective feedback and students are more readily setting goals against success criteria.	

Process 2: EXPERT LEARNER SKILLS

Develop students' collaborative, communication, critical and creative thinking capabilities

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
Teachers plan collaboratively in stage teams to ensure quality learning experiences. Planning documents show evidence of greater consistency in the provision of learning experiences that target communication, collaboration and critical and creative thinking. This has led to students being more actively involved in learning.	

Process 3: STRONG LEARNER IDENTITIES

Grow students' identities as life-long learners

Evaluation	Funds Expended (Resources)
The expert learner framework was evaluated by teachers and students. Both found the framework verbose and difficult to use. Suggestions were made to encapsulate the framework in a small number of dispositions valued by the school community. In 2020, key dispositions that are valued by the school community will be discussed and identified. The dispositions will be promoted through key systems that make them a visible and natural part of learning.	

Next Steps

External Validation – next steps:

- *Develop curriculum alignment by strengthening the teaching and learning cycle to meet the needs of all students.
- *Develop school-wide practices for assessment and use data to inform next steps for student learning thereby informing strong evidence-based teaching practices.
- *Implement early birds program for identified students who are just below grade expectation in reading.
- *The school community will identify school-wide dispositions to drive life-long learner identities.

Strategic Direction 2

Great Teaching

Purpose

Teachers will grow as professionals:

- *by embedding research based practices*
- *by engaging in the collaborative practice of peer coaching and goal setting*
- *through deep knowledge, understanding and implementation of syllabus documents, National Quality Framework and Early Years Learning Framework*

Improvement Measures

Improved levels of research-based practices specifically, use of data, feedback and explicit teaching

The average score for the QT dimension of 'Intellectual Quality' will increase to an average of 4

All school leaders trained in and implementing peer coaching to promote learning growth of all teachers.

Overall summary of progress

Teachers who have participated in professional learning and have been teaching at the school for a number of years, demonstrate improved levels of research-based practices of the use of data, feedback and explicit teaching. Instructional coaches, support beginning teachers to grow their skills in research-based practice. The quality teaching dimension of Intellectual Quality has been a focus at the school for the life of the current plan. Classroom data indicates that there are higher levels of the elements of deep knowledge, deep understanding, higher order thinking and substantive communication. As a result, the average score for Intellectual Quality has increased from 2.5 to 3.5. All instructional coaches are trained in peer coaching. Two instructional coaches also completed a year long project with Helen Timperley to build their capacity to engage in conversations using data and evidence in order to raise student achievement.

Progress towards achieving improvement measures

Process 1: EVIDENCE-BASED PRACTICE

Embed research based practices for improved learning specifically incorporating **use of data, feedback and explicit teaching**.

Evaluation	Funds Expended (Resources)
Writing samples for each grade at sound have been identified from student writing samples throughout 2019. These samples are being annotated so they can be used by teachers and students. In addition, the school has developed a comprehensive writing rubric in the authorial elements of sentence structure, vocabulary, grammar/language features and persuasive devices. The rubric details what these elements look like at mid year and end of year for each year of learning K-6.	

Process 2: COACHING and GOAL SETTING

Develop implement and evaluate systems of instructional practice to promote learning growth through effective feedback.

Evaluation	Funds Expended (Resources)
The school's model for instructional leadership and coaching has been documented. Instructional coaches work closely with teachers using data and evidence to drive student achievement.	

Progress towards achieving improvement measures

Process 3: HIGH QUALITY TEACHING PRACTICES

Grow teacher capacity to implement syllabus documents, National Quality Framework, Early Years Learning Framework, understand learning progressions and develop rich, authentic learning experiences.

Evaluation	Funds Expended (Resources)
The quality teaching dimension of Intellectual Quality has been a focus at the school for the life of the current plan. Classroom data indicates that there are higher levels of the elements of deep knowledge, deep understanding, higher order thinking and substantive communication. As a result, the average score for Intellectual Quality has increased from 2.5 to 3.5.	

Next Steps

External Validation – next steps:

*All teachers' PDPs will be aligned to the school plan and demonstrate progress against the classroom practice continuum contained within the High Impact Teaching Strategies document.

*Teaching standards will be used as a reference point for PDPs and as a whole school focus.

*Instructional coaches will continue to work closely with teachers to deliver strong programs in literacy and numeracy.

Strategic Direction 3

Engagement and Empowerment

Purpose

We will engage and empower our school community by:

- *growing student leadership, identity and esteem*
- *providing innovative learning experiences*
- *providing inclusive enrichment programs*

Improvement Measures

Increased engagement of students in utilisation of the capabilities.

Improved satisfaction of parents with enrichment programs, STEM opportunities and improvement projects.

Increase school's attendance rate to 94%.

Overall summary of progress

The school's attendance rate continues to increase with a 2.3% increase during the life of the current plan. Parent satisfaction continues to grow with annual community feedback indicating satisfaction in the following areas:

95% of parents are satisfied with the Attendance grant/rewards which have led to higher levels of attendance.

Parents rated their children's education an average of 8.5 out of 10.

Parents rated the success of learning phone calls made by teachers an average of 9.2 out of 10.

89% of parents have the school's E-news app and read alerts.

Parents rated the success of morning activities an average of 8.8 out of 10.

90% of parents know what enrichment programs are offered at the school.

Parents rated the Principal's desk communication an average of 9 out of 10.

Progress towards achieving improvement measures

Process 1: STUDENT LEADERSHIP

Develop and implement school and community improvement projects to build student esteem and identity.

Evaluation	Funds Expended (Resources)
The school community has a shared student leadership selection process that is driven by high expectations as outlined by the leadership criteria.	

Process 2: INNOVATIVE LEARNING

Develop collaboration, communication, creative and critical thinking capabilities through Science, Technology, Engineering and Mathematics (STEM) programs.

Evaluation	Funds Expended (Resources)
All stages across the school have participated in STEM units of learning. Teachers are developing their expertise in implementing digital technologies	

Progress towards achieving improvement measures

from the Science syllabus. Teachers are aware of the STEM guiding principles and use these when planning STEM lessons or units. Students are benefiting from STEM learning especially the design thinking process.	
--	--

Next Steps

*School leaders will lead improvement projects both in the school and the community.

*Develop a school-wide STEM scope of focus that incorporates the school's STEM guiding principles, SAKG program, sustainability programs and Digital Technologies strand.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$137 344.00) 	<p>All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents and/or carers to map learning goals for students. 100% of students achieved their goals as documented in their PLPs.</p> <p>Year 3 and 5 Aboriginal students performed as well as non Aboriginal students in NAPLAN reading, writing and numeracy.</p> <p>The school will be evaluating PLPs in 2020 for a more authentic process of goal setting and achievement.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$44 057.00) 	<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 PM reading program was implemented across K–2 classes. The program has provided daily reading to enhance the school's literacy learning programs. Preschool and Kindergarten children were targeted for speech therapy. All students have shown an improvement in their articulation, articulation, receptive and expressive skills.</p> <p>Year 5 students at consolidating phase surpassed students in like schools in all areas assessed in NAPLAN.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$271 157.00) 	<p>Students who receive integration funding all have Individual Learning Plans, which are collaboratively reviewed at regular intervals and communicated to all stakeholders. All students within this category achieved their goals. All students with a disability have been added to NCCD data base with adjustments and modifications made accordingly. Teachers and School Learning Support Officers support students in accessing a differentiated curriculum.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$68 405.00) 	<p>Instructional Leaders have been aligned to each stage to provide teachers with ongoing, regular coaching, constructive feedback on lesson delivery, programming and assessment. Instructional Leaders have worked shoulder-to-shoulder with teachers to embed visible learning practices. All teachers had a Performance and Development Plan which detailed their professional goals and achievements.</p> <p>Instructional coaching driven by data and evidence has resulted in good value-added data. Value add across K–3, 3–5 and 5–7 is rated at Delivering.</p> <p>Student in-school assessments in mathematics, reading, spelling and writing show strong growth for all students.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$794 389.00) 	<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. The school has provided technology in classrooms, smaller class sizes and upgrades in flexible learning spaces to improve student engagement and learning outcomes. A pedagogical shift that allows for the development of 'expert learner' skills and capabilities has meant that students are active and empowered in their learning.</p> <p>All teachers co-taught during 2019. Some teams co-taught literacy and numeracy while others co-taught science. Six teachers completed the online course – Collaborative Teaching Practice.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$68 591.00) 	<p>Instructional leaders across K-6 worked closely with new teachers to ensure strong literacy and numeracy programs were implemented. The school's comprehensive induction program was again implemented successfully and beginning teachers benefited from the department's additional funding which allowed for extra release from face-to-face time and professional learning opportunities related to whole school programs.</p> <p>The co-planning, co-teaching, co-debriefing and co-assessing cycle has proven to be a successful model. Instructional leaders work in fortnightly cycles with teachers.</p>
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> • (\$195 905.00) 	<p>A third of Kindergarten students reached reading benchmarks.</p> <p>Over 80% of year 1 and 2 students reached reading benchmarks.</p> <p>Classroom routines and practices were evaluated for alignment to L3 pedagogy including quality learning environment and Core 6 activities.</p> <p>The school's commitment to L3 training for all teachers K-2 is ongoing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	172	173	166	179
Girls	143	147	134	148

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.1	87.6	86.1	89.1
1	87.1	86.7	90.7	89.6
2	89.5	92.2	89.5	88.3
3	87.4	90.7	89.6	90.4
4	90.4	88.7	90.4	88.8
5	91.4	89	89.8	91.1
6	92.3	91.4	92.9	91.1
All Years	89.1	89.2	89.9	89.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
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	93.4	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
Assistant Principal(s)	5
Classroom Teacher(s)	20.7
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	9.72

*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	651,578
Revenue	6,046,844
Appropriation	5,958,435
Sale of Goods and Services	40,509
Grants and contributions	45,061
Investment income	2,839
Expenses	-6,426,992
Employee related	-5,113,260
Operating expenses	-1,313,732
Surplus / deficit for the year	-380,148

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	779,808
Equity Total	1,253,217
Equity - Aboriginal	137,344
Equity - Socio-economic	794,389
Equity - Language	44,057
Equity - Disability	277,428
Base Total	2,196,159
Base - Per Capita	81,696
Base - Location	0
Base - Other	2,114,462
Other Total	1,585,225
Grand Total	5,814,409

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction continues to grow with annual community feedback indicating satisfaction in the following areas:

95% of parents are satisfied with the Attendance grant/rewards which have led to higher levels of attendance.

Parents rated their children's education an average of 8.5 out of 10.

Parents rated the success of learning phone calls made by teachers an average of 9.2 out of 10.

89% of parents have the school's E-news app and read alerts.

Parents rated the success of morning activities an average of 8.8 out of 10.

90% of parents know what enrichment programs are offered at the school.

Parents rated the Principal's desk communication an average of 9 out of 10.

Students

111 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 81% compared to the Government norm of 78%.

Student effort is at 93% compared to the Government norm of 88%.

Relevance of learning is at 8.5 compared to the Government norm of 7.9.

Learning rigour is at 8.9 compared to the government norm of 8.2.

Only 13% of students show early signs of disengagement compared to the Government norm of 33%.

Teachers

Collaboration rated 8.2 compared to the Government norm of 7.8.

Leadership rated 7.7 compared to the Government norm of 7.1.

Teaching strategies rated 8.2 compared to the Government norm of 7.9.

Challenging and visible goals rated 7.9 compared to the Government norm of 7.5.

Planned learning opportunities rated 8 compared to the Government norm of 7.6.

Quality feedback rated 7.5 compared to the Government norm of 7.3.

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.