

# 2020 Annual Report

## Whian Whian Public School



2980

# Introduction

The Annual Report for 2020 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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Whian Whian Public School

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## School vision

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 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>

## 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)
Staff observations were supported by survey findings that students are more engaged in many areas of the school. Parent involvement in student learning is consistent. We are planning to consult parents on ways we can help them participate in their child's learning.	

**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)
Already students have achieved outcomes more readily. They are understanding some of the language and appear more motivated by the knowledge of what and how they are expected to learn.	

## 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.

### 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)
<p>Student and community surveys support the staff's impression that engagement has increased in several areas of the school. There are opportunities to improve this engagement in other areas. This will be carried over into the next plan.</p> <p>Within current restrictions, community engagement is adequate. We will consult with the community as part of the next plan as to ways we can encourage greater participation by more members.</p>	

**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)
<p>The school community generally reports enthusiasm in participating in the learning of their children as well as contributing to the improved learning outcomes of all students. We feel confident this will return when restrictions enable.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Support staff are employed to allow for small groups in ES1 &amp; S1 literacy.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$3 000.00)</li> </ul>	<p>This has been a very good use of resources, as it gave our ES1-S1 students a very solid opportunity to learn.</p>
<b>Socio-economic background</b>	<p>QTSS and Socio economic funds are combined to allow for student learning support.</p>	<p>This has successfully allowed for a strong start in Literacy and numeracy for these students.</p>
<b>Integration support for disability</b>	<p>Staff to support this student with very high needs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support (\$63 496.00)</li> </ul>	<p>We are very pleased with the development of this student. He is enthusiastic about his move to Yr 7 and has experienced several successful transition mornings.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	10	7	9
Girls	8	7	2	4

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	81.5	93.7	78.6	86.2
1		78.4	74.6	93.6
2	93.8		75.7	
3	91.3	94.8		78.7
4	92.4	83.1	91.1	
5	93.5	92.1	93.1	94.2
6	95.1	92.4	82.8	96.1
All Years	92	89.8	88.5	91.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1		93.4	92.7	91.7
2	94		93	
3	94.1	93.6		92.1
4	93.9	93.4	92.9	
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.3	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	123,448
<b>Revenue</b>	417,255
Appropriation	411,618
Sale of Goods and Services	192
Grants and contributions	5,200
Investment income	245
<b>Expenses</b>	-439,773
Employee related	-357,739
Operating expenses	-82,034
<b>Surplus / deficit for the year</b>	-22,518
<b>Closing Balance</b>	100,930

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	63,496
<b>Equity Total</b>	22,727
Equity - Aboriginal	0
Equity - Socio-economic	8,801
Equity - Language	0
Equity - Disability	13,926
<b>Base Total</b>	301,223
Base - Per Capita	2,165
Base - Location	2,682
Base - Other	296,376
<b>Other Total</b>	22,742
<b>Grand Total</b>	410,188

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Community feedback to our parent survey indicates that the following areas for improvement have been identified:

- some parents would like more information about the curriculum their child is learning.
- Some parents would like more information about the school's strategic directions and the school plan.

Feedback from the student survey indicated the following areas to have a possibility for Improvements.

- Some students indicated they don't always have information to know how to improve their work.
- Students identified maths, spelling, art and writing as being difficult areas to achieve their learning.
- Students identified personal Improvement and success in their learning as being the two areas that make them proudest at school.
- Students would like to learn more about science, music, nature, art and technology.

A continued focus on implementing visible learning in daily learning practices will assist in many of the aspects noted in the analysis.

A very high level of success has been achieved when working with students with disabilities. Staff have achieved wonderful results, all parents report they are very happy, other students have learned valuable life skills,

Improved school infrastructure includes a new office for the principal and a new playground for younger students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.