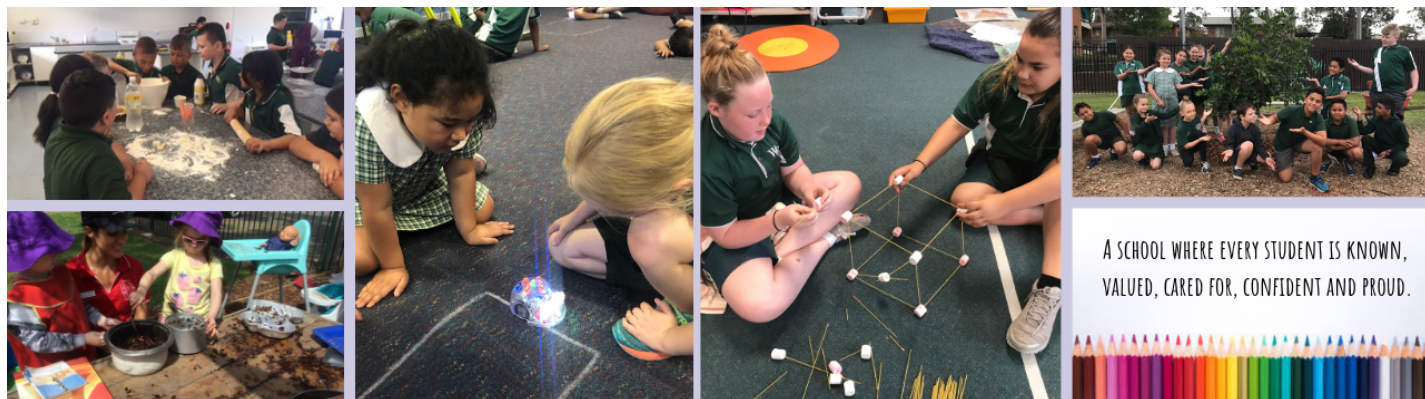


2020 Annual Report

Whalan Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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 L23

- 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

Over the last few years, the percentage of students in the top 2 bands each year, has increased on average by 11% for reading and 10% for numeracy.

NAPLAN assessments were not conducted in 2020 due to COVID19, but year 3 and 5 students participated in the check-in assessments.

88% of year 3 students achieved band 3 or above for reading and 90% for numeracy (check-in assessments)

71% of Kindergarten students reached level 9 or above in reading.

66% of Year 1 students reached level 16 or above in reading.

75% of Year 2 students reached level 23 or above in reading.

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 implemented 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

Progress towards achieving improvement measures

Process 2:

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

Evaluation	Funds Expended (Resources)
Teachers plan collaboratively in stage teams to ensure quality learning experiences. Planning documents show evidence 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. Suggestions were made to highlight future-ready skills such as collaboration, communication, critical and creative thinking, compassion, and citizenship.	

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

In the domain of Teaching, the school's external validation panel's on-balance judgement is Delivering. The school is strongly committed to embedding processes to support 'great teaching'. The school achieves this through instructional coaching especially for early career teachers.

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 at grade expectation were identified from student writing samples throughout 2019. These samples have been annotated so they can be used by teachers and students. In addition, the school has developed a comprehensive writing rubric for the authorial elements of sentence structure, vocabulary, grammar/language features and persuasive devices. A school developed writing 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.	

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>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.</p>	

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

In 2019, 42% of students had an attendance rate of equal to or greater than 90% which has significantly reduced to 31% in 2020 due to COVID19.

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 continue to develop their expertise in implementing digital technologies strand from the Science syllabus. Teachers are aware of the STEM guiding principles and use these when planning STEM lessons and / or units. Students are benefiting from STEM learning especially the design thinking process.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<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 the check-in assessments for reading and numeracy.</p> <p>The school will be implementing a rigorous process for goal setting in 2021.</p>
English language proficiency		<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.</p> <p>The PM benchmarks are used to monitor reading progress of EAL/D students with support provided through the school's Early Birds program where needed.</p>
Low level adjustment for disability		<p>Students who receive integration funding 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> <p>Kindergarten and year 1 students participated in a reading initiative in semester 2 intensive reading instruction. Each class engaged in phonics, phonemic awareness and writing experiences designed to counter the impact of COVID-19.</p> <p>Identified students also participated in the Early Birds program for intensive reading support.</p>
Quality Teaching, Successful Students (QTSS)		<p>Instructional Leaders have been aligned to each stage to provide teachers with ongoing, coaching and 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>
Socio-economic background		A greater understanding of the interpretation

Socio-economic background		<p>of learning data has led to teachers being more responsive to student learning needs. Staff are better equipped to differentiate programs to address identified educational and wellbeing needs. 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>Kindergarten and year 1 students participated in a reading initiative during semester 2 which targeted reading with the teacher more intensively while the remainder of the class engaged in phonics, phonemic awareness and writing.</p> <p>Identified students also participated in the Early Birds program for intensive reading support.</p> <p>During online learning during the closure of schools due to COVID-19, the school provided all students with either a laptop or an iPad and access to online programs such as Reading Eggs / Eggspress, Mathletics, Seesaw and Google Classroom. This supported the continuity of learning for all students.</p> <p>The school was featured in the <i>What works best: innovative practice during COVID-19</i> document for its use of effective feedback through the use of Google classroom.</p>
Support for beginning teachers		<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		<p>Over two-thirds of Kindergarten students reached reading benchmarks.</p> <p>Two-thirds of year 1 students reached reading benchmarks.</p> <p>Three-quarters of year 2 students reached reading benchmarks.</p> <p>A stronger focus was placed K-2, on phonics</p>

<p>Early Action for Success</p>		<p>and phonemic awareness to support young readers.</p> <p>Kindergarten and year 1 students participated in a reading initiative in semester 2 which targeted reading with the teacher more intensively while the remainder of the class engaged in phonics, phonemic awareness and writing.</p> <p>Identified students also participated in the Early Birds program for intensive reading support.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	173	166	179	184
Girls	147	134	148	143

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.6	86.1	89.1	82.3
1	86.7	90.7	89.6	84
2	92.2	89.5	88.3	83.6
3	90.7	89.6	90.4	84.2
4	88.7	90.4	88.8	81.5
5	89	89.8	91.1	85.2
6	91.4	92.9	91.1	85.6
All Years	89.2	89.9	89.7	83.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	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
Assistant Principal(s)	5
Classroom Teacher(s)	20.7
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	271,431
Revenue	6,204,780
Appropriation	6,165,235
Sale of Goods and Services	7,249
Grants and contributions	1,608
Investment income	588
Other revenue	30,100
Expenses	-6,881,532
Employee related	-5,455,155
Operating expenses	-1,426,378
Surplus / deficit for the year	-676,752
Closing Balance	-405,321

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.

	2020 Approved SBA (\$)
Targeted Total	59,047
Equity Total	1,283,191
Equity - Aboriginal	143,208
Equity - Socio-economic	802,862
Equity - Language	61,968
Equity - Disability	275,153
Base Total	3,035,783
Base - Per Capita	90,345
Base - Location	0
Base - Other	2,945,437
Other Total	1,617,358
Grand Total	5,995,379

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 to access the school data.

2020 NAPLAN

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

Parents/caregivers

95% of parents are satisfied with the attendance grant / rewards which have led to higher levels of attendance except in 2020 due the COVID-19 pandemic.

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

81% of students indicate they are interested and motivated at school.

88% of students try hard to succeed in their learning.

Advocacy at school was rated 7.8 out of 10.

Expectations for success remain high at 8.2 out of 10.

76% of students are proud of the school.

80% of students pursue their goals to completion, even when faced with obstacles.

80% of students rate high expectations for learning as the number one quality of a great teacher.

Experiences of learning from home:

90% of students indicated the learning was relevant and achievable.

84% of students indicated they received clear instructions.

76% of students indicated they received high levels of feedback.

Teachers

Teachers rated the following drivers of student learning highly:

Collaboration, Learning culture, Leadership, Teaching strategies and Data informs practice.

The following dimensions of classroom and school practices were highly rated by teachers:

Challenging and visible goals

Planned learning opportunities

Quality feedback

Overcoming obstacles to learning.

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.