

# 2021 Annual Report

## Whalan Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Our vision is to cultivate excellence in every student so that they know and grow their value as well-rounded, confident and conscientious global citizens, recognising that future pathways are unlimited; 'Attending Today, Achieving Tomorrow and Growing Forever.'

Our mission is to prepare our students to achieve in an increasingly complex world through improved performance every year, for every student, every teacher and every school leader, of the 2021-2024 school plan.

Our commitment is to maximise student learning outcomes through a continuous cycle of improvement.

## School context

Built in 1967 on 10 acres of well-maintained, Darug land, Whalan Public School serves 404 students, a two-class Preschool and four support classes. Our school community encompasses a range of cultural identities including 30% Aboriginal and Torres Strait Islander students, 30% of students from English as an Additional Language or Dialect backgrounds and composition of parents who are first generation or second generation immigrants from over 27 countries.

As a school we share the vision and aspiration of our parents in wanting the very best for the children so that they strive, thrive, achieve, find the joy in learning, and develop personal resources necessary for future success, happiness and wellbeing.

The 2021-2024 school improvement plan has involved consultation with students, parents, teachers and community including the Aboriginal Education Consultative Group revealing the directions necessary to maximise student outcomes in literacy and numeracy. Our mission is improved performance across every domain for every student, every teacher, and every school leader for every year of learning.

As a school we are committed to the pursuit of excellence and provision of high quality educational opportunities for each and every child. We are confident and proud of our collaborative teaching practices, continued pursuit of excellence and inspired learning culture.

Through our situational analysis, we have identified a need to use data-driven practices to ensure all students have access to stage appropriate learning. Further work will need to occur around student goal setting and how teachers plan for and deliver quality differentiated instruction to students. Through NAPLAN analysis, system-negotiated targets have been identified in the areas of reading and numeracy.

Continual monitoring of student performance data will determine areas of need at a class and school level and the involvement of the whole school community in this process which is essential for success.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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We will develop and sustain whole-school processes to drive student growth and attainment in literacy and numeracy with strong focus on high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment and collaboration.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous reading improvement
- Focus on numeracy

### Resources allocated to this strategic direction

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**Professional learning:** \$19,500.00  
**Socio-economic background:** \$483,635.00  
**Low level adjustment for disability:** \$280,073.00  
**Refugee Student Support:** \$1,440.00  
**English language proficiency:** \$48,715.00  
**Aboriginal background:** \$20,000.00  
**Integration funding support:** \$55,836.00  
**Literacy and numeracy:** \$7,418.00  
**Literacy and numeracy intervention:** \$47,090.00  
**Early Action for Success (EAfS):** \$100,000.00  
**QTSS release:** \$40,000.00

### Summary of progress

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In 2021 the school leadership team modelled instructional leadership and supported a culture of high expectations, resulting in measurable student growth and achievement.

Individualised professional learning was delivered in the area of setting goals. As a result, teachers reported feeling more confident to frame learning intentions and success criteria. Instructional leaders worked shoulder to shoulder with teachers employing the co-teaching cycle to embed learning intentions, success criteria and goal setting in classrooms across the school.

Instructional leaders have worked closely with teachers to support their use of data in reading, writing and numeracy. Student assessment data is more routinely used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions. Instructional leaders analysed whole-school data in reading, writing and numeracy every term to ensure interventions are targeted to student needs.

The school's innovative reading interventions and the restructuring of reading in its new model has supported teachers to deliver explicit reading instruction in a more effective way. The model eliminated time spent on independent activities that did not necessarily support reading achievement. This targeted and explicit teaching of phonics, phonemic awareness and vocabulary has impacted positively on student achievement. Before and after school interventions for students who need them have resulted in more students meeting grade expectations in reading.

In 2022, Instructional leaders will continue to use the co-teaching cycle, working closely with teachers to ensure reading data is used effectively to drive effective reading programs across K-6. The school's Assistant Principals Curriculum and Instruction (APCIs) will join Instructional leaders to drive effective teaching and learning cycles in literacy and numeracy for continuous improvement. A whole-school focus on numeracy will target the development of accuracy, fluency and reasoning in numeracy skills of all students. Regular analysis of numeracy data will be used to strengthen teaching and learning programs to better meet students' numeracy needs. A whole school focus on differentiation will support student growth.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 17.3%	20% of students achieved the top 2 bands in reading, exceeding achievement of lower-bound target of 17.3%.
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 10.9%	8.86% of students achieved the top 2 bands in numeracy, indicating progress toward the lower-bound target of 10.9%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the school's lower bound system-negotiated target of 43.2%.	The percentage of students who achieved expected growth in reading increased to 68.97% exceeding achievement of the system-negotiated, lower-bound target by 27%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 40.9%.	The percentage of students who achieved expected growth in numeracy increased to 41.38% exceeding achievement of the system-negotiated, lower-bound target of 40.9%

## Strategic Direction 2: Great Teaching and Inspired Learning

### Purpose

Teachers will drive positive student growth by embedding a continuous learning and teaching cycle driven by assessment, a culture of high expectations, goal setting and feedback.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data use in teaching
- Student goal setting
- Collaborative practice

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$105,816.00

**Professional learning:** \$18,558.00

**QTSS release:** \$34,334.00

### Summary of progress

In 2021, Instructional leaders implemented the co-teaching cycle to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Every teacher was supported through the co-teaching cycle to plan, teach and evaluate their classroom practice. Teaching teams collaborated and provided feedback to each other using the school's classroom observation form. This process was negotiated and aligned to teachers' Performance and Development goals in line with school targets.

The school used systematic and reliable assessment data such as Student Learning Logs and related work samples as well as check in data to evaluate student learning over time and implemented changes in teaching that led to measurable improvement. Early career teachers were supported by Instructional leaders to analyse student assessment data and write coherent teaching and learning programs that more effectively met the needs of students, especially in the areas of reading, writing and numeracy.

In 2022, Instructional leaders and Assistant Principals Curriculum and Instruction (APCIs) will drive collaboration through strong practices that embed data use for the development of effective teaching and learning programs. Instructional leaders and APCIs will work shoulder to shoulder with teachers using the co-teaching cycle. Teachers will be supported to embed High Impact Teaching Strategies of high expectations, explicit teaching, worked examples and goal setting.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A range of evidence supports the school's assessment/validation in the element Data Skills and Use, theme: Data use in teaching at delivering.	Self-assessment against the School Excellence Framework in the element of data skills and use was assessed at delivering.
All teachers demonstrate they are emerging on the continuum of practice 'setting goals' within the high impact teaching strategies.	Self-assessment against the 'setting goals' continuum in the High Impact Teaching Strategies document indicated 100% of teachers are emerging.  This means, 100% of teachers:  *set learning intentions that explain what students need to understand and what they must be able to do in literacy and numeracy lessons  *use student assessment data and prior learning to set learning intentions

All teachers demonstrate they are emerging on the continuum of practice 'setting goals' within the high impact teaching strategies.	*design learning activities and assessment tasks that reflect the learning intentions.
At least 75% of students K-6 gain a year's growth in reading against the PM benchmarks.	PM benchmark and TORCH data indicated that 71% of students have gained a year's growth in reading.
At least 75% of students K-6 gain a year's growth in writing against the school's writing rubric.	Writing samples marked against the school's writing rubric indicated that 70% of students gained a year's growth in writing.



## Strategic Direction 3: Engagement and Empowerment

### Purpose

Well-rounded, confident and conscientious global citizens have limitless potential in today's society, when ensuing a pathway to success: Attending Today, Achieving Tomorrow and Growing Forever. Combined with content knowledge, engagement and application of the general capabilities (7 Cs of success: Communication, Collaboration, Critical and creative thinking, Citizenship, Compassion, Cross-cultural understanding and Commitment) students become 'future ready' and prepared to achieve in an increasingly complex world.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole-school wellbeing processes
- Improving attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$373,317.00

**Aboriginal background:** \$136,269.00

**Per capita:** \$92,054.31

**School support allocation (principal support):** \$22,920.00

### Summary of progress

In 2021, planning for learning has been enhanced by holistic information about each student's wellbeing and learning needs. School staff reviewed and improved consistent and systematic processes to ensure student absences did not impact on learning outcomes and in particular during the pivot to learning from home.

The school has implemented evidence-based change to whole school practices, specifically, Positive Behaviour for Learning (PBL) and Forge Wellbeing survey. PBL data indicated that 80% of students fall in the universal tier. Forge wellbeing data was regularly used by teachers to identify class and individual needs and this informed classroom action plans.

In 2022, we will ensure that there is a school wide, collective responsibility for student engagement, learning and success, which is shared by parents and students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to 67%.	The number of students who attended greater than 90% of the time or more has increased by 8.2% to 57%.
Tell Them From Me wellbeing data (advocacy at school, sense of belonging and expectations of success) improves to be at 89%	Tell Them From Me data indicated that 91.37% of students report a positive sense of wellbeing (advocacy at school, sense of belonging and expectations of success) above the lower bound target.
At least 75% of students will score at least 3 out of 5 for wellbeing components as measured by the Forge Wellbeing survey - Positive emotions, meaning, optimism, positive relationships, sense of achievement, engagement, self esteem and social contribution.	Forge Wellbeing survey data indicated that 65% of students scored at least 3 out of 5 for each of the wellbeing components (Positive emotions, meaning, optimism, positive relationships, sense of achievement, engagement, self esteem and social contribution.)

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,440.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The two students in receipt of this funding were provided with extra interventions and support to ensure their transition into our community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support as necessary.</p>
<p>Integration funding support</p> <p>\$55,836.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Whalan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. Goals were regularly monitored with evidence of achievement leading to new goals that responded to student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to incorporate integration funding decisions into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$856,952.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Whalan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> <li>• Whole-school wellbeing processes</li> <li>• Improving attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing of 5 teachers to implement Early Birds, K &amp; 1 reading model and to reduce class sizes.</li> <li>• supplementation of all extra-curricular activities such as excursions,</li> </ul>

<p>Socio-economic background</p> <p>\$856,952.00</p>	<p>incursions and buses.</p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services such as Reading Eggs, Mathletics, Intial Lit, Decodable Readers, technology, School Magazine online. and Cluey Learning program</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  student improvement evidenced by:  *71% of year 5 students achieving at or above expected reading growth in NAPLAN  *Year 3 demonstrated a major lift in reading from a raw score of 340 in 2018 to 385 in 2021  *Year 3 writing, grammar &amp; punctuation and numeracy NAPLAN results achieving above statistically similar school groups  *Year 5 demonstrated a major lift in writing from a raw score of 427 in 2019 to 465 in 2021  *Tell Them From Me data indicates 91.37% of students report a positive sense of wellbeing (advocacy at school, sense of belonging and expectations of success) above the lower bound target.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue the K &amp; 1 reading model and target specific student groups' engagement in the Cluey Learning program. In addition, students in years 3 - 5 who require additional support in numeracy will be added to the Cluey Learning program or the after school group tuition. Teachers 3-6 will realign the school's mathematics scope and sequence to promote greater integration of concepts.</p>
<p>Aboriginal background</p> <p>\$156,269.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Whalan Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole-school wellbeing processes</li> <li>• Continuous reading improvement</li> <li>• Improving attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All Aboriginal students had identified literacy and numeracy goals, that were tracked by teachers and evidence gathered and monitored. All lessons had clearly stated learning intentions and success criteria that were understood by students. Year 5 Aboriginal students scored better than non-Aboriginal students in NAPLAN reading and writing assessments. Tell Them From Me survey data indicated that 88% of Aboriginal students felt good about their culture at school and 81% said their teachers understand their culture. 100% of matched Aboriginal students improved their reading and numeracy scores with an average increase of 91 points in reading and 99 points in numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to review and streamline the PLP process for every Aboriginal student under the supervision of the APCI. Aboriginal students will be mentored by</p>

<p>Aboriginal background</p> <p>\$156,269.00</p>	<p>Aboriginal staff to improve attendance of students attending less than 80% of the time. The mentoring program will include individual goal setting for attendance and regular reporting of improvements to families.</p>
<p>English language proficiency</p> <p>\$48,715.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Whalan Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focus on numeracy</li> <li>• Continuous reading improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 50% of year 3 EAL/D students in the top 2 bands in reading and year 5 EAL/D students having 80% at or above expected growth in NAPLAN reading. EAL/D students were supported through strong teaching and learning programs with vocabulary that was front loaded prior to reading. The scripted reading sequences and a focus on the Big 6 for comprehension has supported teachers in delivering strong reading programs to meet the needs of EAL/D learners.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support teachers to develop numeracy lessons with a focus on mathematical vocabulary, especially understanding mathematical terms in word problems. Personalised and targeted professional development will be provided to each teacher in the form of co-planning, co-teaching and co-evaluating.</p>
<p>Low level adjustment for disability</p> <p>\$280,073.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Whalan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention, phonics and phonemic awareness, to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in NAPLAN reading and 38% of year 3 students in the top 2 bands for reading. The K &amp; 1 reading model has capitalised on learning time in kindergarten and year 1 classrooms. Explicit reading instruction in small needs groups took place while additional teachers worked with the rest of the class to deliver explicit skill-based lessons in phonics, phonemic awareness, vocabulary and writing and the model increased learning time as it eliminated the time students spent on 'independent activities' which data has showed did not make enough of a difference. In year 2, students focused on comprehension</p>

<p>Low level adjustment for disability</p> <p>\$280,073.00</p>	<p>conversations in preparation for transitioning to year 3. In addition, the Early Bird and PM Bird programs targeted students who required additional support in reading. Students were identified through ongoing data and were taught by qualified teachers in before-and-after school tuition programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to expand both the K &amp; 1 reading model and the Early Bird and PM Bird tuition to strengthen writing skills.</p>
<p>Literacy and numeracy</p> <p>\$7,418.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Whalan Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted professional learning for all teachers in the Big 6 (K-2) and comprehension (3-6) leading to reading improvements both on internal and external measures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to implement a stronger focus on vocabulary development and the use of paired texts to build student background knowledge.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,816.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Whalan Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> <li>• Data use in teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leaders to support literacy and numeracy programs</li> <li>• analysis of student performance data with whole-school and stage teams</li> <li>• employment of Instructional Leaders EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 70% of students at or above expected growth in NAPLAN reading. Value-add for 3-5 is Sustaining and Growing. An increase in percentage of year 3 students in the top 2 bands in reading from 17% to 38%. Self-assessment against the School Excellence Framework indicated the school was delivering in the element of data skills and use.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to implement the plus one growth model to identify future professional learning and actions. Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$74,334.00</p>	<p>improve teacher quality and enhance professional practice at Whalan Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Focus on numeracy</li> <li>• Data use in teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers used learning intentions and success criteria with a stronger focus on formative assessment. Teachers embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers rated all four dimensions of classroom and school practices above the (NSW Govt Norm) in the Tell Them From Me teacher survey: Challenging and visible goals - 7.8 (7.5) Planned learning opportunities - 7.9 (7.6) Quality feedback - 7.7 (7.3) Overcoming obstacles to learning - 7.9 (7.7)</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to lead improvements in numeracy using the increased capacity of stage team leaders and instructional coaches through targeted and individualised teacher professional development with the use of the co-planning, co-teaching and co-evaluating cycle.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Whalan Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continuous reading improvement</li> <li>• Focus on numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through ongoing formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their grade. An intensive approach across K-2 has resulted in: * a decrease in the percentage of year 3 students in the bottom 2 bands in reading from 33% to 15% * a decrease in the percentage of year 3 students in the bottom 2 bands in numeracy from 42% to 23%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to extend the use of differentiated teaching through ongoing formative assessment across stage 2 to best meet the needs of students identified as performing below the expected grade level.</p>



<p>COVID ILSP</p> <p>\$297,949.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• providing intensive small group tuition for identified students who were not meeting grade expectations in reading</li> <li>• employing Cluey Learning to provide online tuition to student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* an increase of targeted learning time in kindergarten and year 1 classrooms during English sessions</li> <li>* the majority of the students in the program achieving significant progress towards their personal learning goals.</li> <li>* increased capacity of teachers to deliver specific interventions in phonics, phonemic awareness, vocabulary and writing.</li> <li>* 65% of Kindergarten children made a year's growth in phonic knowledge</li> <li>* 70% of year 1 students reading at or above grade expectation</li> <li>* 84% of year 2 students reading at or above grade expectation</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to allocate additional teachers for the implementation of Kindergarten and year 1 reading model to ensure targeted teaching of phonics, phonemic awareness, vocabulary and writing during the English session to maximise targeted learning time. Continue the implementation of before-and-after school, small group tuition using data sources to identify specific student need. Provide professional learning for all K-2 teachers and interested teachers 3-6 in Initial Lit program to strengthen teacher capacity to deliver strong reading and writing programs across K-2.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	166	179	184	181
Girls	134	148	143	171

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.1	89.1	82.3	85.1
1	90.7	89.6	84	87.2
2	89.5	88.3	83.6	87.9
3	89.6	90.4	84.2	87
4	90.4	88.8	81.5	87.1
5	89.8	91.1	85.2	86.4
6	92.9	91.1	85.6	83.3
All Years	89.9	89.7	83.8	86.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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)	4
Classroom Teacher(s)	17.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	-405,321
<b>Revenue</b>	6,119,995
Appropriation	6,031,142
Sale of Goods and Services	20,435
Grants and contributions	57,156
Investment income	47
Other revenue	11,215
<b>Expenses</b>	-5,552,129
Employee related	-4,812,459
Operating expenses	-739,670
<b>Surplus / deficit for the year</b>	567,866
<b>Closing Balance</b>	162,545

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	57,276
<b>Equity Total</b>	1,342,010
Equity - Aboriginal	156,269
Equity - Socio-economic	856,952
Equity - Language	48,715
Equity - Disability	280,074
<b>Base Total</b>	3,286,837
Base - Per Capita	92,054
Base - Location	0
Base - Other	3,194,783
<b>Other Total</b>	968,042
<b>Grand Total</b>	5,654,166

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.

## Parent/caregiver, student, teacher satisfaction

Student, staff and parent surveys were collected throughout the year, the data analysed, shared and used to make improvements.

### **Results from the Tell Them From Me student survey indicated:**

91% of students report a positive sense of well being.

91% of students value schooling outcomes.

81% of students are interested and motivated in their learning and 85% try hard to succeed.

Students rated explicit teaching practices and feedback 8.7 compared to the NSW Government norm of 7.5.

Students rated advocacy at school 8.7 compared to the NSW Government norm of 7.7.

88% of Aboriginal students feel good about their culture at school.

90% of students feel proud of their school.

Student perseverance levels are improving.

Bullying has dropped by 19% in the last two years.

### **Results from the Tell Them From Me teacher survey indicated:**

Teachers rated collaboration as 8.2 compared to the NSW Government norm of 7.8.

90% of teachers agreed that they had support from the school during learning from home.

96% of teachers said the school is welcoming and culturally safe for all students.

90% of teachers reported they felt supported by the school during learning from home

74% of teachers described their use of assessment data as 'competent or proficient'

92% of teachers described their feedback practice as 'evolving, embedding or excelling'.

### **Results from the Parent Feedback surveys indicated:**

100% of parents surveyed said they valued learning as the school's core value.

81% of parents surveyed identified 'team spirit' as a unique feature of the school.

65% of parents surveyed identified the school's Early Bird and Afternoon Bird programs as unique.

100% of parents described the school's staff as dedicated, encouraging, kind and hard working.

95% of parents have the school's E-news app and read alerts.

The school's Facebook page reach is up by 36%, page visits up by 16%, and likes up by 15%.

77% of parents surveyed found their child's daily home-learning tasks engaging.

82% of parents surveyed found the feedback received by their child's teacher valuable.

80% of parents surveyed agreed that at-home learning tasks were presented in an easy to follow format.

70% of parents surveyed said they felt well supported during learning from home.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.