

Alstonville Public School Annual Report



2016



1030

Introduction

The Annual Report for 2016 is provided to the community of Alstonville 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 background

School vision statement

Alstonville Public School's motto is *Effort Earns Success*.

Alstonville Public School equips students with the skills, knowledge and social connectedness to enable them to operate successfully as global citizens within a digital world.

School context

Alstonville Public School has an enrolment of 541 students, including 13% Aboriginal students. The school has 22 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, dance, drama and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning aligns with the 21st Century focus of the Australian Curriculum within a culture of high expectations. Technology is embedded in classroom practice and is used extensively as a learning tool.

Alstonville Public School is a Positive Behaviour for Learning school. Positive behaviours are explicitly taught by staff and parents. Students are rewarded for individual choice and commitment to the school rules: Be Safe, Be Fair, Be a Learner.

The school has a wide breadth of experience in its teaching and support staff. All input is valued. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

On 1 September 2016, our school participated in an external validation following self-assessment using the School Excellence Framework. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated that in the domain of Learning, Alstonville Public School was validated as excelling. In the domain of Teaching, Alstonville Public School was validated as excelling. In the domain of Leading, Alstonville Public School was validated as excelling.

PREPARATION PROCESS FOR VALIDATION

K-6 staff were trained in the validation process. The executive then mapped evidence within the school against the elements in each domain. Initially we determined that we had 4 data sets, with many samples of evidence demonstrating multiple elements. Using the excellence statements we determined a rating of 'Delivering', 'Sustaining and Growing' or 'Excelling' for each of the elements and an overall 'on balance' judgement rating for each domain. Having gained a 'full view' of the range of evidence it was decided to develop a website as a 'one stop shop' to access the data sets.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Future Focused Learning

Purpose

Every student at Alstonville Public School actively engages in challenging and future focused learning experiences. Students thrive as learners, leaders and responsible, productive citizens.

Overall summary of progress

Whole school professional development occurred in 2014 run by the Hattie Institute, where elements of visible learning were explored.

In 2016 the school was structured around a future focused learning pilot program in Stage 3. Teachers were asked to self-nominate for Stage 3 with an expectation that all teaching and learning would follow a project based learning model. Extensive training was undertaken by the teachers on Stage 3 during 2015. Two teachers in Stage 3 have been teaching in an open classroom model. Four teachers have participated in STEM training and the school was successful in gaining a \$10000 STEM grant.

2016 saw the introduction of student personalised learning goals and BYOD. Parent-Teacher interviews have been replaced with student led parent conferences where each student is responsible for their learning goals, progress towards them and the provision of this data to their parents. All learning is driven by success criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Growth in student outcomes using criteria based assessments and process driven rubrics.• Students engagement in learning, measured through Tell Them from Me surveys.• Students can articulate what Project Based Learning is.• Students can articulate their learning goals.• Students can self and peer evaluate and reflect on their learning.• Students can develop a design brief.• Students demonstrate 21st Century Fluencies.• Students have a conceptual framework of how a team works.	Stage 3 teachers successfully embedded PBL pedagogy. Staff from 17 local schools visited APS to learn from our staff. Stage 3 teachers and DP present STEM learning at national, state DoE and local conferences, sharing teacher and student learning. Positive feedback from parents flowing student led conferences. Student ability to reflect on learning showed a marked improvement throughout the year.	\$17000

Next Steps

The Stage 3 pilot in 2016 will roll out K-4 in 2017. All teachers will collaboratively plan in project based learning units in Term 4 2016, to be taught in 2017. Teachers observed Stage 3 lessons in 2016 to replicate pedagogy. STEM resources will be expanded. BYOD will be actively encouraged in Stage 2 to increase the number of, and use of this technology at school.. Student led conferences will become standard practice K-6.

Strategic Direction 2

Wellbeing of Students and Staff

Purpose

The Wellbeing Framework is utilised as a conceptual model to address student and staff wellbeing focusing on the key areas of connect, succeed and thrive.

Overall summary of progress

In 2016, Alstonville Public School took part in the Tell Them From Me survey.

A wellbeing team was formed to drive the formulation of staff and class charters to make wellbeing visible in the our school.

Positive Behaviour for Learning (PB4L) was reinvigorated in 2016 with a review and refinement of existing processes which led to the introduction of weekly class merit awards and the introduction of a PB4L mascot, Plateau the Platypus.

In 2016, the Learning Support Team reviewed our Learning and Support Policy and employed a Norta Norta tutor to work with Indigenous students to help improve literacy and numeracy outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Point in time measure of student engagement (Tell Them from Me survey).• Increase in positive recognition that students and staff receive.• Analyse EBS4 behaviour data to see a decrease of undesired behaviours.• Random sample of 10% of parents questioned about the effectiveness of the wellbeing program.	Tell Them From Me (TTFM) surveys and evaluation carried out. TTFM data reviewed in Term 4. Due to the low rate of survey returns, it is difficult to show an increase in parent in engagement. Student surveys indicated an increase in engagement to learning which can be attributed to project based learning. Class Charters and Whole School reward system now in place. Staff Charter agreed upon and Wellbeing team formed with a variety of stakeholders (Exec, SLSO, teachers) to support wellbeing. New furniture purchased for staff room to improve facilities. After reviewing 2016 NAPLAN results, we shifted from a reactive, withdrawal model to have SLSO's and LaST working in class with teachers to support student learning in literacy and numeracy.	See key initiatives funding resources on next page Wellbeing resources– \$3000

Next Steps

In 2017, time will be purchased from RAM to extend the 0.9 part time AP LaST to a full time role. This role will be held by a non teaching AP as the workload is too great for a teaching AP to manage. Many meetings with stakeholders are held during class time and this will allow our school to be represented at these meetings without disruption to classes.

Class and Staff Charters are visible in class and staff rooms. These provide a frameworks for maintaining safe, fair classrooms that are conducive to learning and lead to the enhancement of staff and student well being. Mind Up curriculum will be implemented in all K–6 classes to support social–emotional learning.

Strategic Direction 3

Community Engagement

Purpose

To foster community engagement within a culture of organisational improvement and proactive inclusion.

Overall summary of progress

In 2016, Alstonville Public School students were provided with opportunities to engage with the wider community through an increased number of excursions and incursions to events run by community organisations, particularly in Stage 3.

Fresh Grade was trialed for the curation of e-portfolios in Stage 3 in 2016. E-portfolios were also used as evidence to guide student led conferences.

The School Stream App was purchased and heavily promoted to the community as our primary means of communication between the school and the community. The app was heavily utilised to communicate alerts regarding sporting events, excursions and our school newsletter to the community.

A subscription to School Interviews was purchased and this allowed a more streamlined approach to booking interviews, Kinder Enrolment and Best Start interviews as well as reducing workload for teachers and SASS staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 50% increased number of interested community organisations providing a wide range of expertise to the school.• 100% of community members have the opportunity to be electronically engaged in school priorities and student learning.• Data indicates students are electronically connected to an increasing number of community activities, representing the school as student leaders or as participants.• Feedback from parents indicates improved support for the school.	Community members supported student learning and closer links with Alstonville High School were forged. Meaningful sharing of student learning products encouraged parents and community members to celebrate student achievements. By December 2016 Alstonville Public School's School Stream account had 768 subscribers. Green screen technology was purchased for students to create videos to share in the newsletter. iPads were purchased to support e-portfolio sharing with parents.	\$15000

Next Steps

In 2017, a subscription to FlexiSchools will be purchased to allow staff and families to order lunches online and assist the school to transition to a reduced cash or cashless canteen. E-portfolios will be used for teachers K-2 to build home/school relationships by sharing student work electronically with parents.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employed a North North Tutor to support literacy and numeracy.</p> <p>Utilised LaST and SLSO support for literacy and numeracy.</p> <p>Hosted students and staff from Cabbage Tree Island PS throughout the year as well as attending two NAIDOC events.</p>	<p>\$21,864.49</p> <ul style="list-style-type: none"> Aboriginal background loading (\$19 475.00)
English language proficiency	<p>Acquired an EAL/D teacher to work with Year 5 student for 12.57 days.</p>	<p>\$400</p> <ul style="list-style-type: none"> English language proficiency (\$400.00)
Low level adjustment for disability	<p>Provision of 2 LaSTs in a full time and one teacher part time capacity.</p> <p>LaST promoted individualised literacy and numeracy programs to maximise student performance in achieving learning goals, such as, PreLit, MultiLit, Hubbard Street, using literacy and numeracy programs to personalise learning.</p> <p>Strengthened attendance policy and promoted across the school.</p> <p>LaST worked closely with class teachers to update and complete personalised learning programs and complete NCCD.</p> <p>ASPECT outreach program completed with targeted students.</p> <p>Regular stakeholder meetings to improve outcomes for students.</p>	<p>\$179,968.42</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$179 968.00)
Socio-economic background	<p>A responsive Learning and Support Team provides programs and adjustment advice to teachers via the school counsellor and LaST initiatives such as PreLit, Reading Recovery, MultiLit, Hubbard Street and Stewart House support.</p> <p>Financial support provided to fund book packs, excursions, technology and uniforms.</p>	<p>\$32,828.89</p> <ul style="list-style-type: none"> Socio-economic background (\$32 829.00)
Support for beginning teachers	<p>Two teachers started their first year, with one teacher completing the second year of the program.</p> <p>Beginning teachers targeted professional learning to develop professional practice, attending courses for STEM, writing, grammar, choir and mathematics.</p> <p>Beginning teachers received additional release to work with mentors and participate in professional learning.</p>	<ul style="list-style-type: none"> Support for beginning teachers (\$17 459.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	275	296	288	297
Girls	259	266	239	243

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	94.5	94.3	94.9
1	94.4	94.5	93.3	92.8
2	93	94.6	92.9	94.8
3	94.4	94	93.5	93.2
4	94	94	93.7	94.4
5	94.4	94.7	94.3	93.1
6	93.4	94.1	94.1	93.1
All Years	93.9	94.3	93.7	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.78
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

Alstonville Public School currently employs two teaching staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

In 2016, professional learning covered the required mandatory training as well as incorporating learning that supported staff as they worked towards meeting milestones associated with the strategic directions contained in the school plan and individual professional development plans.

Significant professional learning time was dedicated to Future Focused Learning, Wellbeing and Authentic Community Engagement. This learning allowed progress to be made right across the school with Stage 3 teaching Project Based Learning units and Kindergarten trialing project based learning in Term 4. The Wellbeing team led the development of staff and class charters which served as a visible reminder of the expectations we have and the responsibility we all have to the welfare of each other. The Community Engagement team oversaw the implementation of the SchoolStream app to communicate reminders about

upcoming events and the weekly newsletter. This app has provided our school with a far wider audience than was previously accessed with the traditional hard copy newsletter.

In 2016, Alstonville Public School had four teachers who gained accreditation at Proficient Teacher level and seven teachers who are in the maintenance phase.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	231 799.17
Revenue	4 404 939.26
(2a) Appropriation	4 061 702.78
(2b) Sale of Goods and Services	166 985.28
(2c) Grants and Contributions	171 580.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 671.17
Expenses	-4 238 351.81
Recurrent Expenses	-4 238 351.81
(3a) Employee Related	-3 731 688.56
(3b) Operating Expenses	-506 663.25
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	166 587.45
Balance Carried Forward	398 386.62

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 455 837.44
Base Per Capita	28 206.28
Base Location	5 952.86
Other Base	3 421 678.30
Equity Total	235 062.79
Equity Aboriginal	21 865.49
Equity Socio economic	32 828.89
Equity Language	400.00
Equity Disability	179 968.42
Targeted Total	96 479.10
Other Total	172 628.03
Grand Total	3 960 007.37

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Parent/caregiver, student, teacher satisfaction

Alstonville Public School took part in the Tell Them From Me survey for the first time in 2016. Overall, Parents felt that staff are well motivated, well led and proud of the job they do. They believed that the school executive team seek out new learning methods and have the drive and energy to implement these. Parents also felt that they could easily speak to their child's teachers and that teachers listen to the concerns that they have.

Students felt that Alstonville Public School is a place where they have a sense of belonging, look forward to attending every day and are safe. This is reinforced by the data that shows (8.6/10) of students have positive relationships at school that they use to support their well-being. 88% of students surveyed indicated that they believed the education they were receiving at Alstonville Public School will personally benefit them and have a strong bearing on their future.

Teaching staff indicated that there is a strong collaborative culture at Alstonville Public School, where teachers work with each other to develop cross-curricular or common learning opportunities (8.6/10). Teachers also indicated that they set high expectations for student learning (8.9/10) which in turn assisted students to become highly engaged in class activities (8.2/10).

Policy requirements

Aboriginal education

Alstonville Public School adheres to the Department of Education's Aboriginal Education Policy. Our goal is for Indigenous students to match or better Non-Indigenous student outcomes. Literacy and numeracy strategies and cultural experiences are coordinated to support this goal. A NORTA NORTA tutor was employed to support students in reaching their literacy and numeracy goals.

Students have participated in Indigenous games and dance as part of the regular sport and Creative Arts programs. Indigenous students from Cabbage Tree Island Public School visited once a week across the year as an exchange program to support high expectations for learning. Indigenous and Non-Indigenous students attended two cultural days to commemorate NAIDOC week in partnership with the local Aboriginal Education Consultative Group and Cabbage Tree Island Public School.

Multicultural and anti-racism education

Alstonville Public School recognised and celebrated diversity and difference at a Harmony Day event that was publicised in the local media. As part of this celebration, two students were recognised in State Parliament for their anti-bullying posters, raising awareness across our school. Classroom programs incorporated connections to Asia, difference, diversity and intercultural understanding via future focused learning, rich literature and conceptual programming.