

# The Pocket Public School

## Annual Report



2016



2890

## Introduction

The Annual Report for **2016** is provided to the community of **The Pocket 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.

Will Glasson

Principal

## School contact details

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## School background

### School vision statement

The Pocket Public School provides a stimulating learning environment in cooperation with students, staff and parents. Our school fosters quality relationships in a caring and supportive environment.

Our vision is for all staff to confidently deliver an innovative and engaging curriculum that will both challenge and support student learning to promote a community of 21st Century learners who will develop a sense of autonomy and responsibility for their own learning journey.

We will work collaboratively with the Valley of Small Schools (VOSS) Learning Community to achieve a variety of initiatives to enhance student outcomes.

### School context

The students at The Pocket Public School are motivated, active learners who take advantage of the many opportunities a small school has to offer. They have strong friendships with their peers and teachers and a solid sense of community. The staff maintain a school-wide, collective responsibility for student learning and success.

The student body and community have embraced current innovations. Students learn in an environment that is nurturing and dedicated to them achieving their highest potential. The students are encouraged to "have a go" and be risk takers.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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.

The School Excellence Framework was used to monitor school progress across a variety of initiatives. Within the domain of Learning, The Pocket Public School has continued to embed programs that indicate we are Sustaining and Growing. Through feedback from children, parents and staff it is evident that our Wellbeing Element focus has placed students cognitive, emotional, social, physical and spiritual wellbeing at the fore front of our children's learning through systematically planning for each child's learning journey. Within the Assessment and Reporting element we continue to implement a new assessment timeline that enhances our teaching and learning sequences.

Our focus within the Teaching Domain has been aligning our professional learning to the school plan while differentiating staff learning to their needs. This has had a focus on improved teaching methods within literacy and numeracy. Our collaborative practice has continued to sustain quality teaching practice across our network of schools.

The school continues to review its processes within the Leading Domain to ensure the improvement of student learning outcomes. Throughout 2015 the community were engaged in giving the school feedback on school practices and procedures. This feedback included student learning, leadership and longer term planning with a focus on school resources. We continue to implement and review our practices in the Leading Domain and communicate these to our community through community meetings and P & C meetings.

Self-assessment 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

### Curriculum and Learning – Innovative and Inclusive Practices

#### Purpose

To foster the delivery of a high standard curriculum that inspires all students to achieve, grow and be successful in an innovative learning environment. This will be done by looking at initiatives including Language, Learning and Literacy (L3), Taking Off With Numeracy (TOWN), working with Disability Tracking information and developing staff strengths through matching with the Board of Studies, Teaching and Educational Standards NSW (BOSTES). This is linked to the Teaching Domain, effective classroom practice & professional standards elements within the School Excellence Framework. This is adapted for 2016 to include Visible Learning Pedagogies and Mindfulness.

#### Overall summary of progress

L3 pedagogy is embedded in K/1 classroom. This learning initiative has shown high level results.

The TOWN working group was disbanded in 2016 due to the lack of a trainer.

The school successfully submitted NCCD data.

Composed a sequential assessment timeline to monitor and review teaching and learning practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Trained staff implementing TOWN and L3 pedagogies effectively.  Effective collection, storage and use of data collected.  Students show value added growth across learning areas.	Staff trained in L3 and embedded in K/1 classroom.  Aligned assessment data records.  All students showed growth.	L3 – \$1100 course. \$1100 casual relief.

#### Next Steps

Build capacity of all staff members in L3 pedagogy.

Teachers to embed Learning Intentions and Success Criteria into all writing lessons through a shift in focus to Visible Learning.

Continue to strengthen mindfulness program and align with PBL.

## Strategic Direction 2

### Working Together Literacy– Writing

#### Purpose

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VOSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.

#### Overall summary of progress

All VoSS schools followed and implemented the VoSS writing assessment plan. Writing samples were marked against the VoSS writing rubric(NAPLAN writing rubric). This formed the basis for our VoSS TPL. This also provided baseline data to measure writing growth.

Through collaboration VoSS staff members completed CTJ in stage groups using student samples. This information formed the basis of professional dialogue to inform CTJ on cluster levels. Following CTJ staff discussed learning goals for students to achieve growth on the writing continuum. This saw a marked increase in student achievement when completing the post VoSS writing assessment (through the writing rubric). Staff also stated they had an increased understanding of isolating and assessing specific aspects of writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All schools plot student achievement using the writing continuums to establish VOSS baseline data.Staff will create one rubric per stage per term and measure and assess a writing sample.	One writing rubric used across all seven schools.  All students plotted on continuums through writing samples.  At the end of 2016 all schools that had submitted data:  Annual average growth across K–6 was 20.3%.  Annual average growth per year group ranged between 14.3% to 29.9%.  Average growth by strand was 15.5% to 24.9%.	3 x 3 hrs SDD  3 x 2 hrs VoSS Staff Meetings  10 x 2 hrs school Staff Meetings

#### Next Steps

Continue to build on CTJ of writing samples through school staff meetings.

Sentence structure, punctuation and grammar will be focus areas in 2017.

VoSS writing data suggested that spelling is also an area for improvement. After further investigation, other data suggests that spelling skills may be incorrectly represented. Establishment of baseline data to identify spelling skills will occur in 2017. Further planning in this area will occur, from the analysis of this data.

## Strategic Direction 3

### Building Leadership Capacity

#### Purpose

Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and visible learning will enable leaders to deliver quality essential learning to all teachers and students in schools within the learning community. This is linked to the Leading Domain, leadership element within the School Excellence Framework.

#### Overall summary of progress

Leadership density and capacity has lead to focused and strategic approaches for guiding professional learning and development of staff.

This was achieved through the Craft of Writing, L3, Visible Learning and TOWN.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the 4 VOSS project portfolios.  Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.	Staff completed evaluations in L3, Visible Learning, TOWN and The Craft of Writing. Establishment of a staff tracking calendar for combined TPL.  <b>The Craft of Writing workshops – Six half day professional learning.</b>  <b>TOWN – One half day workshop.</b>  <b>Visible Learning – Visits to exemplar schools, combined SDD term 2, six half day stage meetings and the creation of VoSS writing cluster exemplars.</b>	VoSS principal meeting – Principal release – \$880  Writing – \$1320

#### Next Steps

After evaluation of the efficiency and effectiveness of the leadership areas we have refined the leadership projects to sit under one heading – Innovative Practices. Within this area each portfolio has its own action plan (Literacy, Numeracy, STEM and Visible Learning). This will ensure sustainability across the learning network through clear, achievable goals for leadership teams. Continue / Increase the leadership capacity for all staff members, embedded in each action plan.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Using multi lit assessment all student achieved at a higher level. Unclear as to weather this was multi lit or classroom teaching. Clearer assessment schedule needed for school to run parallel with Multi Lit.	Staff meetings TPL Staffing \$2439.46
<b>Low level adjustment for disability</b>	Using multi lit assessment all student achieved at a higher level. Unclear as to weather this was multi lit or classroom teaching. Clearer assessment schedule needed for school to run parallel with Multi Lit.	Staff meetings TPL staffing \$4243
<b>Quality Teaching, Successful Students (QTSS)</b>	Walk through and observations.  Teacher allocation to allow principal to complete the above.  Mentoring teachers.	Allocation 0.041
<b>Socio-economic background</b>	Using multi lit assessment all student achieved at a higher level. Unclear as to weather this was multi lit or classroom teaching. Clearer assessment schedule needed for school to run parallel with Multi Lit.	Staff meetings TPL staffing \$4140.58

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	25	21	23	28
Girls	30	30	26	30

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	93	94.7	96.1
1	95.5	97.6	92	82
2	93.6	93.2	93.4	92.3
3	92.2	95.3	90.3	96.2
4	94.8	93.7	91.3	94.8
5	93.8	95.9	94.4	89.6
6	98.8	92	92.9	89.3
All Years	94.2	94	92.4	90.9
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

### Management of non-attendance

Attendance rates are regularly monitored.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.51
Other Positions	0.02

\*Full Time Equivalent

The Pocket Public School has one Aboriginal Staff member. The school has close ties with local Aboriginal elders.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	4
Postgraduate degree	0

### Professional learning and teacher accreditation

A variety of teacher professional learning took place in 2016. We aligned our TPL with our school plan. a major focus was on L3, Visible Learning, 21st Century Learners and Literacy.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.



Income	\$
<b>Balance brought forward</b>	<b>60 603.39</b>
Global funds	74 616.64
Tied funds	94 572.78
School & community sources	40 519.89
Interest	1 526.31
Trust receipts	4 230.75
Canteen	0.00
<b>Total income</b>	<b>276 069.76</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	19 394.45
Excursions	12 352.89
Extracurricular dissections	24 774.33
Library	948.63
Training & development	4 319.48
Tied funds	83 005.23
Short term relief	13 956.51
Administration & office	18 122.32
School-operated canteen	0.00
Utilities	11 226.83
Maintenance	7 005.08
Trust accounts	3 798.01
Capital programs	7 762.50
<b>Total expenditure</b>	<b>206 666.26</b>
<b>Balance carried forward</b>	<b>69 403.50</b>

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

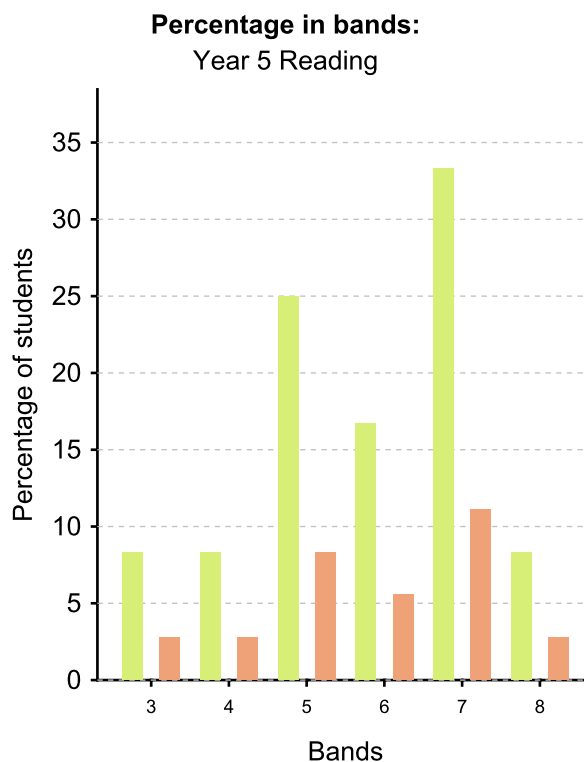
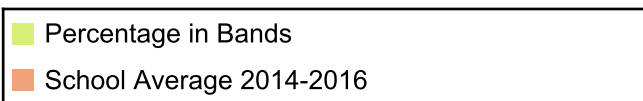
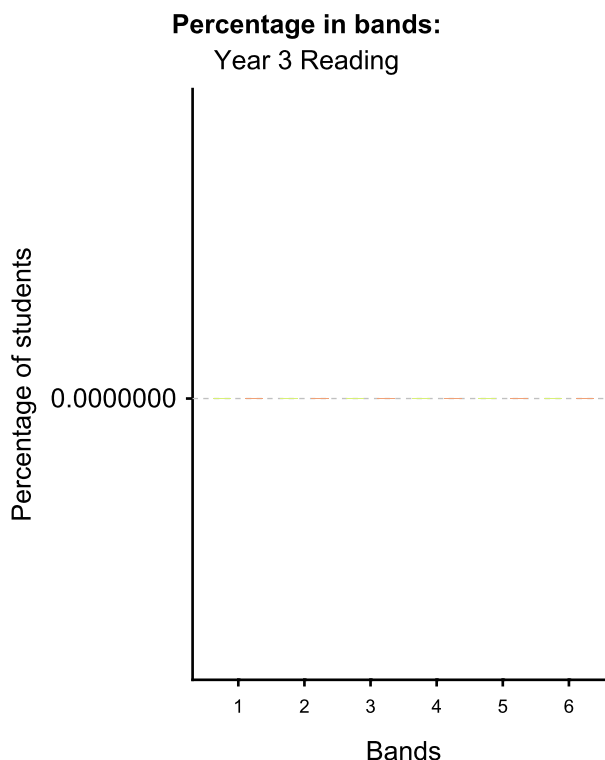
### NAPLAN

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.

In Year 3 the school had a marked increase in students reading ability with zero children in the bottom two bands (below NMS). Students in this cohort showed an increase in achievement with all students moving up a

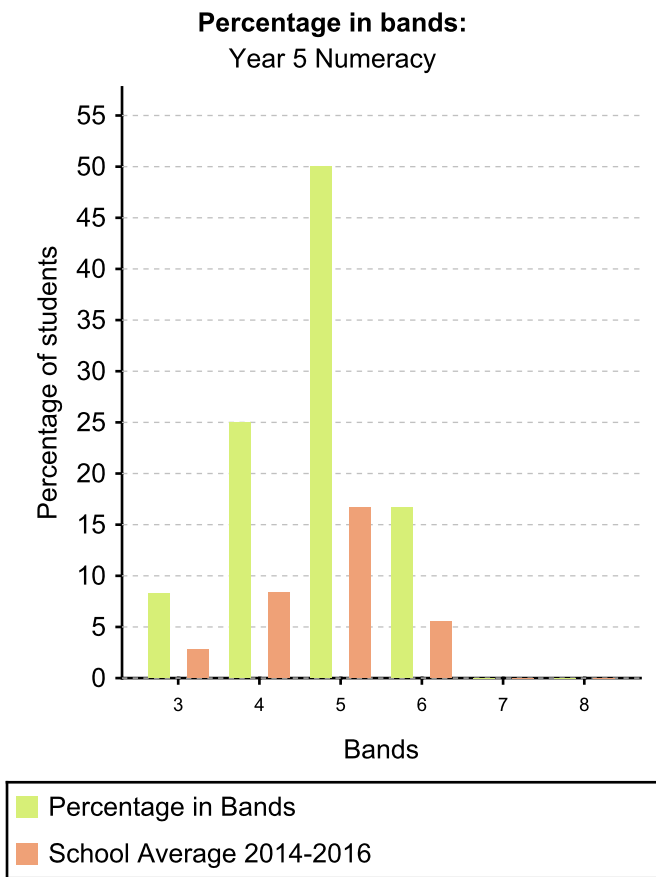
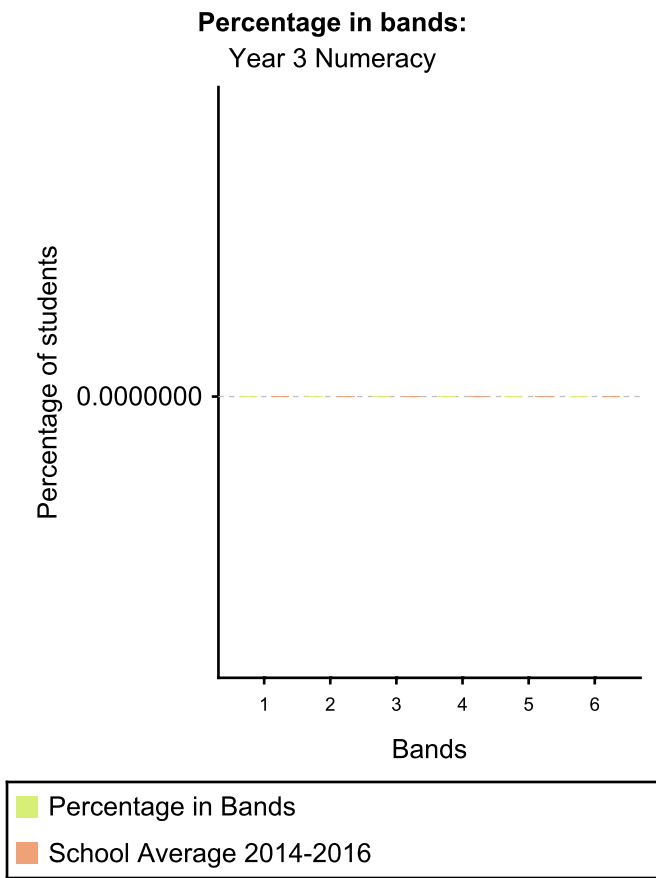
band when compared with the previous years cohort.

In Year 5 the school showed all students achieving growth in reading. The school increased the amount of students in band 5 and band 7 while reducing the amount of students in band 3 and band 4.



In Year 3 50% of the student cohort (1 student) sat below NMS and 50% of the cohort sat at or above NMS.

In year 5 all students showed growth in numeracy. 83% of students achieved at or above NMS.



## Parent/caregiver, student, teacher satisfaction

Through running focus groups linked with The Pocket Public School P & C, feedback indicated that a cross section of parents were supportive of our current directions.

Students were given a voice to rate their satisfaction with The Pocket Public School through the student parliament. 100% of attendees agreed that this was the "best school". The school parliament identified several school grounds improvement areas that were acted upon. These included, outdoor learning, a variety of seating options, more teacher involvement on the playground and more activities on the playground. As a follow up children were asked at the end of 2016 if these improvements had been completed. We are proud to say that 100% of students believed that the school had made the improvements they had identified.

Teachers continued to agree that we are very lucky to work in a caring and supportive school that values individuals and their learning progress across all areas of the curriculum.

## Policy requirements

### Aboriginal education

The school has continued to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. This year the school focused on cultural activities during NAIDOC Week. Students and community members were entertained by the Deadly Dancers from Mullumbimby High School and local Aboriginal Elders. They led students through culturally significant activities. All involved thoroughly enjoyed the time spent learning about Indigenous culture. Indigenous culture was also embedded in learning activities.

The school identified areas of need for Aboriginal students. This led to the employment of an SLSO to engage two Aboriginal students in the multi-lit program. This showed an improvement within both reading and spelling.

### Multicultural and anti-racism education

Respect is a foundation value at the school. This value is incorporated in our behavior system and is common within the vocabulary of the community. Through this we foster cultural diversity and active citizenship throughout the school. Each year we celebrate Harmony Day. Harmony Day is a time to celebrate each other and our different narratives. Our school is full of beautiful children, teachers and staff from many cultural backgrounds. Through this celebration of cultural diversity we inspire our kids to celebrate their uniqueness and dream boldly with an inclusive mindset.