

Stokers Siding Public School

Annual Report



2016



3112

Introduction

The Annual Report for 2016 is provided to the community of Stokers Siding 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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Message from the Principal

I would like to thank the staff, students, parents and school community for the wonderful efforts in supporting our school during 2016. Our school motto Strive to Achieve and the school values "Honesty, Kindness, Respect, Fairness, Friendship and Responsibility" continue to be modelled and explicitly taught by all staff with the support of an engaged parent body.

We proudly serve the Stokers Siding community through the explicit planning and teaching of the skills and comprehension required for our students to develop into lifelong learners, who are socially mature and able to be active members of the wider community.

We continue to foster the students' learning in an encouraging and supportive environment which is further enhanced by the support of parents and community members. Students' learning has been evidenced in the research and development of our school's three directions for the 2015–2017 Strategic Plan.

Our support of extra-curricular activities through teacher involvement continues in areas such as sport, studio, gardening, spelling bee, sporting schools activities, special days at the high school and public speaking.

The P&C and community again provided support for our school through many fundraising and student engagement activities throughout the year. For these efforts we are very grateful.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Cherie King

Principal

School background

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership.

To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

To nurture engaged global learners to become confident, creative citizens who champion Future Focussed Learning, strengthening our community for the future.

School context

Stokers Siding Public School, which is situated 8kms south of Murwillumbah, forms part of the Stokers Siding village. Our core purpose is to facilitate learning in a positive teaching and learning environment, catering for the needs of all students. We have well-resourced learning centres, which are open and modern enhancing Future Focussed Learning practices.

Stokers Siding School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.

All members of our school are supportive of each other working collaboratively, enabling them to develop the skills and values to interact and contribute as effective members in any community.

Our Reading, Writing and Mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness.

We have a supportive, active whole school community who willingly involve themselves in School life.

Our Motto:

Strive to Achieve

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the Learning domain, all teaching staff understand that student engagement and learning are directly related. And as such, the staff continues to develop a strong productive work culture across the school community and maintain an environment of trust and respect. This year the school has identified expectations of behaviour for all stakeholders and have used the Positive Behaviour for Learning model to explicitly teach students' expectations in a variety of school settings such as the classroom, playground and canteen. With the support of the PBL Coach and parent representatives we have developed a matrix that enables transparency, equity, acceptance of responsibility as well as recognising and celebrating success. We continue to use data and ongoing assessment strategies to monitor, track and report on student and school performance.

The domain of Teaching has been a focus this year with the school working collaboratively with the S8 schools to improve and enhance classroom practice. Sharing best practice through lesson study observations across the eight schools has been a key factor in identifying and implementing effective teaching practice. This year we focussed on STEM and project based learning through our involvement in a state STEM project. The project had a huge impact on the majority of teachers and leaders in our S8 CoS. It has provided pathways for students, staff and community to develop a deeper understanding of STEM/PBL and develop a variety of skills to adapt to the changing world. The project has increased students' STEM ability, engagement and participation and greatly enhanced their collaboration and teamwork skills. Students have demonstrated skills in problem solving, critical, design, higher order and creative thinking by applying taught strategies and work collaboratively to solve authentic real life problems. Other professional learning activities have been aligned with the School Plan. Individual teacher needs were identified in their Performance and Development Plan.

In the domain of Leading, our focus has been on providing leadership opportunities for teachers and students. The staff are committed to each Strategic Direction in the School Plan and enhance their leadership capacity through active involvement in the Strategic Direction teams with the S8 schools. We have exceptionally strong links with the S8 schools and the Murwillumbah Community of Schools. The consistency and effectiveness of the implementation of our Strategic Directions throughout the year has been due to a strong foundation of leadership. One of our teachers fulfils a lead role on the S8 Cos STEM team and has the opportunity to network with teachers within the local and state area. Student leadership is developed and supported through leadership training courses. This year, Year 6 attended 'The Grip' Leadership Conference at Coolangatta. Students have also hosted a range of school events and through the School Representative Council, have led fundraisers and school initiatives.

Our 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

Develop Strong Foundations in Curriculum and Assessment.

Purpose

To develop consistent, quality educational practices and student achievement, driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum. To ensure that learning and assessment are personalised and differentiated for every student.

Overall summary of progress

In 2016 the school has achieved strong foundations in curriculum and assessment with a collegial approach across the S8 network of schools. The S8 CoS has engaged in professional learning at 5 staff development days, each of which had a curriculum component.

The S8 leadership team reviewed progress and made adjustments to the milestones regularly. Our school reviews the milestones once a term and then meets 6 times a year with the leadership team to evaluate our progress. As a result of our rigorous self-assessment practices, we are able to make adjustments regularly, which in turn resulted in a positive impact on classroom practice, measured by regular tracking and monitoring of student progress.

As such the S8 team can report that;

- All staff have actively participated in professional learning with a curriculum/ syllabus focus to further strengthen or current pedagogy. To further enhance pedagogy, all staff participated in regular stage meetings to discuss syllabus content, assessment and impact.
- Staff and students worked collaboratively to discuss individual learning and areas for further development as informed by assessment tasks and the learning continuums. As a result of regular discussion and feedback, the students have a clear understanding of their strengths and areas for further development.
- All teaching and learning programs reflect that staff have embraced the English, Mathematics, Science and History syllabus documents and have adjusted their teaching practice accordingly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 10% increase of all students achieving appropriate cluster levels in PLAN.	PLAN data indicates all students have demonstrated improvement in Literacy and Numeracy all cluster levels.	\$3000 (L3 PL)
100% of Aboriginal students are represented at or above National Minimum Standards in all areas of Literacy and Numeracy.	2016 NAPLAN results indicate 50% of our Indigenous students are represented at or above National Minimum Standards in all areas of Literacy and Numeracy.	\$1500 (Aboriginal Education funding teacher intervention) \$2000 (NORTA NORTA Tutor) \$5000 (SLSO support)
100% of teaching and learning programs and practices show professional growth as evidenced through Performance and Development Framework conferences	100% of teaching and learning programs and pedagogy demonstrate professional growth. Through regular collaborative and supportive professional dialogue all teaching staff indicated they received support in setting and achieving meaningful and appropriate professional goals. All staff participated in professional learning activities that; supported the achievement of established performance goals, further developed knowledge, skills and capabilities, built on existing strengths and supported career aspirations.	\$4246.00 (professional learning allocation)

Next Steps

- Staff will teach History and Geography in the same terms. This will enable staff to utilise meeting times to discuss and share ideas about units and to refine practice and understanding to ensure successful student outcomes.
- Staff will continue to work in stage teams across the S8 CoS to enable collaboration and consistent teacher judgment to plan/ deliver/assess and evaluate units of work. Staff will also be provided with time to meet and work together to improve teacher practice.
- Staff will continue to work alongside students to discuss learning and provide feedback to inform of 'where to next' for students. Staff will continue to utilise the learning continuums for students to track and monitor their own progress and achievements.



Strategic Direction 2

Create a High-performing and Dynamic Future Focussed Learning Environment.

Purpose

Develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world. Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Our continued school and CoS wide focus on future focussed learning has enabled us to achieve significant progress in this strategic direction for both students and staff. Through the state STEM grant the CoS Future Focussed team was able to provide high quality and substantial professional learning for all staff. As a result we have;

- Increased an awareness of the value of STEM education across our S7 schools.
- Provided pathways for students, staff and community to develop deep understanding and a variety of skills to adapt to their changing world.
- Increased teacher capacity by encouraging design thinking pedagogy and increase STEM teaching quality.
- Increased student STEM ability, engagement and participation.
- Empowered staff to utilise a range of STEM and project based learning resources such as Robotics, Scratch and different web applications.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School wide, teaching and learning and homework programs incorporate learning experiences that promote opportunities for students to become active, global citizens now and also into the future.	100% of teaching staff participated in professional learning to build capacity and deepen understanding of project based learning (PBL) and STEM. As a result 100% teaching staff indicated they had a greater understanding of PBL and STEM and were integrating future focussed skills into their classroom practice. All students K–6 participated in curriculum learning activities which were inter-disciplinary, integrated and project based. As a result all students participated in STEM activities that were based on solving real world problems and creating solution to problems.	\$2250 (STEM Grant) \$2000 Science/Maths
100% of teaching staff participate in lesson study observations and walk throughs.	Staff participated in collaboratively planning and lesson development with a Future Focussed or History focus. Sharing and observations were undertaken as walk throughs and via Video conference. Teaching and learning programs reflect a change of pedagogy, a deeper understanding of syllabus content and greater reflective practice.	\$1000 Teacher Release

Next Steps

- STEM and Project Based Learning will continue to be a significant focus in 2017. All S8 schools have indicated a commitment to continuing to provide professional learning for staff and opportunities for students to share, collaborate and showcase their learning through combined units of work and interschool presentations.
- Continue to implement robotics, coding, introduce and explore MaKey MaKey and it's uses in technology.
- Implement and monitor whole school application of problem based learning pedagogy through evidence based reporting.
- Design and implement a school based STEM initiative in Terms 1, 2, 3 and 4.

Strategic Direction 3

Strengthen Teaching and Leadership Capacity.

Purpose

To lead learning by guiding self– reflection, self–improvement and development of quality teaching and leadership practices. To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life–long learning.

Overall summary of progress

This year the S8 strategic teams have met face to face, via Adobe connect sessions and Video conferences to plan and collaborate on units of work and to engage in professional learning sessions. To support, foster and provide leadership opportunities within the S8 CoS, the leadership team created Stage Leader positions to drive teaching and learning within their stage. This model has proven to be highly successful with teaching staff indicating greater cohesion amongst the CoS stages and increased opportunities for authentic collaboration and consistent teacher judgement. Professional learning for the Principal occurred this year, which involved four half day workshops, focussed on building teams and developing an understanding of structures and systems that provide greater effectiveness and efficiency. To further strengthen and enhance teaching and leadership, two staff members participated in 'Enhancing the Leadership in Aboriginal Education: a collegial approach' professional learning.

The program focussed program focuses on developing and maintaining collaborative and mutually–respectful approaches to school and teacher leadership. As a result the staff have developed strategies to embed positive learning cultures in our school. In the final term of this year, teachers and leaders participated in class observations, giving and receiving constructive feedback with the aim of improving their teaching practice and to drive the performance and development cycle for next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
S7 group collectively meet on a regular basis to collegially strengthen and enhance pedagogical practices.	School leaders meet each term to strengthen and enhance pedagogical practices within the S8 CoS. The leadership group developed a middle management team, in the form of stage leaders, to work with stage teams to drive teaching, collaboration and the achievement of strategic goals.	\$ 500 (Stage Leader release)
100% of teaching staff shares their expertise and best practise across and within the S8 group and the broader learning community.	All staff in the S8 CoS have worked in stage teams to share expertise and best practice. Staff collaborated on writing tasks, delivered professional learning based on STEM and Project Based Learning and developed units of work to deepen understanding of new syllabus.	\$1000 (Principal course) \$1500 (Teacher Release)

Next Steps

- Stage leadership positions will continue in 2017. Leaders will participate in mentoring opportunities with a Principal from within the CoS.
- Engage all staff in data collection and tracking to measure teaching impact and strengthen planning for future student growth.
- Leader to participate in the Art of Leadership professional learning to create the vision and strategies for innovation and complex change.
- Provide ongoing opportunities for teaching staff to engage in collaboration, observation and professional sharing.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Through collaboration with students, parents and teachers, 100% of our Indigenous students had a PLP reflecting the goals for the child. As a result of the regular communication and consultation between all stakeholders, all students demonstrated improvement in Literacy, Numeracy and personal goal areas.</p> <p>Effective learning and support was provided for a number of students requiring intervention.</p>	<p>\$5000 SLSO</p> <p>\$2800 PL and teacher release</p> <p>\$3281 Teacher</p>
English language proficiency	<p>Teachers participated in professional learning to develop their understanding of the EAL/D scales.</p> <p>Teachers were able to cater for the needs of EAL/D students through the delivery of differentiated curriculum across all subjects.</p> <p>Students language proficiency was regularly assessed.</p>	<p>\$1000 teacher release</p> <p>\$8000 teacher</p>
Low level adjustment for disability	<p>Data indicates an increase in students learning outcomes in Literacy and Numeracy.</p> <p>Individual students have received specialised support for academic, social and emotional needs.</p>	<p>\$3000 SLSO</p> <p>\$1300 teacher</p>
Socio-economic background	<p>Professional learning and the teaching strategies of L3 has had great impact on student growth in literacy as evidenced in PLAN data.</p> <p>Increased number of students accessing a greater range of activities due to financial support and subsidies.</p> <p>Greater number of students with additional learning needs received 1 to 1 or small group support.</p>	<p>\$3000 PL</p> <p>\$3000 teacher release</p> <p>\$800 financial subsidies</p> <p>\$12000 teacher</p>



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	22	28	28	23
Girls	29	29	25	22

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	93	96.7	92.6
1	96.7	92.1	91.2	92.3
2	94.2	96.1	90.1	94.6
3	94.9	92.4	95.2	92.5
4	92.5	94.1	88.5	88.8
5	86.6	92.3	91.5	89.7
6	94.2	89.5	88.5	90.9
All Years	93.4	93	91.4	91.8
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
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.02

*Full Time Equivalent

Currently there are no Aboriginal members of staff.

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	20

Professional learning and teacher accreditation

Each fortnight staff participate in professional learning based on identified areas of need for both individuals, teams and the community of school stages. This year staff worked alongside a specialist coach to extend their knowledge and understanding of reading and literacy skills. Teaching staff engaged with the Curriculum and Learning Support Advisor to learn about and deepen understanding of the History syllabus and its implementation. Two members of staff attended a two day STEM conference in Sydney and then led four professional learning sessions across the CoS.

Nine members of the Future Focused S8 CoS met once per term to discuss STEM and project based learning implementation and to develop combined units of work. We also hosted a visit from the State Mathematics and Science and Technology Advisors, who worked with staff and delivered professional learning. Two staff members attended Universal training for the Positive Behaviour for Learning (PBL) program and all staff participated in PBL training at school level.

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

Financial information

This summary of 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	\$
Balance brought forward	37 128.43
Global funds	70 013.17
Tied funds	101 073.12
School & community sources	14 908.13
Interest	1 134.45
Trust receipts	740.00
Canteen	0.00
Total income	224 997.30
Expenditure	
Teaching & learning	
Key learning areas	10 151.04
Excursions	12 491.86
Extracurricular dissections	8 693.80
Library	559.59
Training & development	809.50
Tied funds	89 859.32
Short term relief	6 756.75
Administration & office	28 887.97
School-operated canteen	0.00
Utilities	11 091.65
Maintenance	15 767.52
Trust accounts	703.64
Capital programs	0.00
Total expenditure	185 772.64
Balance carried forward	39 224.66

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 2016;

- 67% of our Year 5 students achieved greater than or equal to expected growth in reading and spelling.
- 50% of Year 5 students achieved greater than or equal to expected growth in grammar and punctuation.
- One third of Year 3 students are represented in the top 3 bands for reading.
- Two thirds of our Year 3 students are in the top three bands for writing.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought the opinions of parents, students and teachers about community engagement. Their responses are presented below;

- 100% of respondents felt welcomed in the school.
- Majority of respondents felt the range of communication tools were excellent or very good.
- 100% of respondents indicated they had adequate opportunity to communicate with their child's class teacher.
- Majority of parent respondents indicated they were most impressed with the level of parent and volunteer involvement at the school.
- Areas for improvement included; greater preparation for high school transition for year 6 students and increased student agency.

Policy requirements

Aboriginal education

Stokers Siding Public School has maintained the strong focus on striving to provide programs that enhance student awareness, appreciation and deepening understanding of Aboriginal culture, history and contemporary Aboriginal Life in Australia.

Two staff members attended the Enhancing Leadership in Aboriginal Education, professional learning, where we learnt about developing strategies to embed positive cultures in the school and ways to effectively work with others to sustain improvement.

This year two of our Indigenous families led and hosted our NAIDOC celebrations. The students participated in a range of activities including; dancing, music and weaving. The day culminated in the students and parents dancing together in traditional costume.

This year we also had the honour of one of our very talented parents designing and creating a mural for our school. The mural depicts the beautiful Mount Warning and the many animals, birds and plant life that are local to our area. Each of the students and staff members contributed to the mural with their handprint.



Multicultural and anti-racism education

In 2016 the school maintained its focus on Multicultural education with opportunities for children to learn about cultures other than their own, through well-developed teaching and learning programs. Harmony Day was held in Term One and gave an opportunity for the school and wider community to celebrate Australia's cultural diversity. Across the year, the students studied the intriguing and wonderful traditions of other cultures.