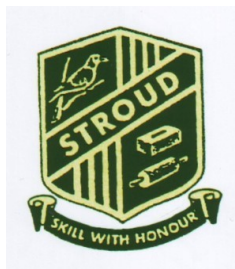


Stroud Public School Annual Report



2016



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Introduction

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

Carolyn Bowman

Principal

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Message from the Principal

Our school has continued to work together enthusiastically and harmoniously in 2016. The staff have confidently participated in the projects in our school plan, provided engaging programs of work for all students and contributed willingly to all programs provided by the school. The students have shown enthusiasm and interest in all aspects of their schooling participating in the many and varied opportunities provided at the school. Our parent community always goes above and beyond to support the school in many different ways.

Our small schools Collegial Leadership Network (CLN) has again impacted positively and effectively on the learning of all staff. This has meant that our highly dedicated staff have committed to working on their own learning which has had positive impacts on student learning.

In our evaluation of our school plan over the last two years we have identified these key features of our work:

- all staff have participated in the eLearning program run across the small schools to implement technology based learning into the classrooms
- new curriculum has been implemented into all classrooms with selected teachers being part of the team to develop scope and sequences, units of work and resources to support the implementation of the science, history and geography syllabi.
- differentiation of learning for all students has been developed in classroom programs with support for identified students being a priority
- performance and development plans have been a focus with emphasis on lesson observation, reflection on practice and feedback for improvement.

Our school looks forward to 2017 to complete the third and final year of our school plan working together with staff, students, parents and our collegial network.

School background

School vision statement

Within a culture of respect, care and equity, our learning community is committed to providing all students with the skills and knowledge to enable them to become confident, active and informed citizens.

School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences.

There are currently 91 students attending the school including seven aboriginal students. There are five teaching staff, three administration staff and one teaching principal.

The school works in close, professional and strategic partnership with a small schools collegial group and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to develop teacher quality and learning.

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 the 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.

Again this year, schools across the Southern Teaching Principal Collegial Leadership Network (CLN) collaboratively planned, developed and implemented various joint projects incorporated in our School Plans 2015–2017. Our collective staff have discussed the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. Time was dedicated to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed.

SCHOOL EXCELLENCE FRAMEWORK– LEARNING

In the domain of Learning our projects have been primarily focussed on Learning Culture, Curriculum and Learning and Student Performance Measures. The focus of our programs across this domain was on the development of technology skills in staff and students and implementation of the New South Wales (BOSTES) history and geography syllabi, with consolidation of the science syllabus. The professional learning in the eLearning program was completed by all staff across the small school's network. Four more new software applications were presented to all staff and individual teachers volunteered to plan, implement and showcase this learning with their class. The impact of this program is that staff continue to be up skilled in the use of new technology and students have accessed the technology in their day to day learning. This led to some students being part of a movie which was used to promote this learning with the parent community.

In the area of Curriculum and Learning, all staff attended professional learning familiarising them with the syllabus and support materials. History and Geography committees representing all schools were established and these committees developed scope and sequences, units of work and collaborative online storage for resources. All schools are now implementing the syllabi with staff having access to planning and resources. A Learning and Support teacher was engaged to support students with identified needs. All students have shown improvements in their learning. Work on collecting data from the literacy and numeracy continuums is reflected in Student Performance Measures.

SCHOOL EXCELLENCE FRAMEWORK– TEACHING

In the domain of teaching our projects have been primarily focussed on Effective Classroom Practice, Collaborative Practice and Professional Standards. ELearning and the history and geography projects have focussed on developing effective lessons, using both teacher and student feedback and evaluating the teaching program. The impact of these programs includes increased evidence of inquiry based learning in classrooms and enhanced teacher engagement with the process of planning and implementing both history and geography.

In the area of Collaborative Practice, a professional Learning coordinator was engaged to coordinate a consistent approach to delivering professional learning in the areas of curriculum and eLearning across the small school's network. It is now evident that there is a consistent and cohesive approach to the implementation of the science, history and geography syllabi and eLearning across the group of schools.

All teachers are addressing professional standards in their performance and Development Plan.

SCHOOL EXCELLENCE FRAMEWORK– LEADING

In the domain of leading our projects have afforded opportunities for leadership experience to all interested staff. The position of professional learning coordinator was advertised as an expression of interest across all schools. In our history and geography curriculum project, staff were given the opportunity to form curriculum committees, to develop resources and deliver professional learning to colleagues. In the eLearning program staff volunteered to develop a series of lessons using the new technology and participated in a movie to showcase their learning.. The impact of these programs includes the use of new technology platforms and tools, the willingness of staff to lead the next phase of our programs and a commitment from the principals to continue the programs in 2017.

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

Inspired Learners

Purpose

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

Overall summary of progress

The continuation of the eLearning project led and organised by the Professional Learning Coordinator across all the small schools in the collegial network has continued to develop both teacher and student expertise in using technology. Four more technology based programs and applications were introduced to teacher and students across the year and results for surveys have indicated high teacher and student satisfaction with the programs.

Teachers continued to plot students on the continuum and monitored their progress in order to be able to identify those students for whom learning would need to be differentiated. All teachers completed an online learning module on differentiation which confirmed the use of strategies which had already been implemented.

A Learning and Support Teacher supported teachers in the teaching of literacy and numeracy through the implementation of individual learning plans for identified students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
eLearning program established and monitored for effectiveness through teacher surveys and discussions	Professional Learning Coordinator led and established eLearning program across all small schools throughout the year. Feedback from principals has shown that all principals value the role of the Professional Learning Coordinator and want to continue the role into 2018. This program was designed around identified teacher and student skill requirements.	Socio-economic background funding \$4184
ICT is an integral part of daily teaching and learning as evident in classroom programs	Technology usage in the classrooms has increased through teacher's participation in eLearning Use of these tools is evident in classroom programs	Computer Coordinator funding \$2328
Improved student learning outcomes (PLAN, Matrix, Continuums) as measured through PLAN tracking. 85% of students showing expected growth through the clusters	Staff continue to plot all students on the literacy and numeracy continuums at the end of every term. In collaborative discussions, students who have not made expected growth are identified and referred to Learning and Support Team. At the end of 2016 93% showing expected growth on continuums in the areas of reading and spelling.	Low Level for disability and socioeconomic background funding \$28000
Differentiation of student's learning evident in programs, collaboration and discussion	In collaboration meetings with principal and other colleagues, staff have identified the needs of individual students. Learning adjustments are made to accommodate student's needs.	Socio-economic funding \$4054
Student and teacher surveys shows skill level of use of ICT improves across the program	Final evaluation of collated data from pre and post technology surveys demonstrate increased skills and understanding of apps. from all teachers who have participated in the program. All student evaluations show increased interest and enthusiasm for the use of ICT.	

Next Steps

- continuation of eLearning program for 2017 with Professional Learning Coordinator to consolidate staff learning with the See Saw application
- staff will implement the See Saw app into their classroom and then introduce this application to parents
- staff and student surveys will continue to be updated and evaluated across the year
- staff to continue to plot all students on literacy and numeracy continuums at the end of every term to inform teaching and learning
- through analysis of data, explicit teaching and differentiation of programs student needs will be a focus
- staff to participate in continued online learning–improving literacy and numeracy– differentiation a shared understanding

Strategic Direction 2

Excellence in Teaching

Purpose

Teacher quality is the most important element in student achievement. We will build a culture of learning and performance which fosters mutual collaboration and teacher professional learning.

Overall summary of progress

Staff continued to develop their understanding of the Science syllabus which was implemented the previous year. Professional learning programs were delivered in both the history and geography syllabi. History and geography committees were organised with a teacher from each school to develop scope and sequences, units of work and resources. These were stored digitally on a shared platform for use by all staff.

Staff continued to engage in a much deeper reflective process in their development of their own Performance and Development Plan. Regular and effective monitoring and feedback processes are in place to support the professional growth of all staff.

The Professional Learning Coordinator maintained her support of planning, implementation and monitoring of programs across all small schools in the collegial network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All schools complete the tool for evaluating a scope and sequence and the tool for evaluating teaching programs of work	The development of units of work and scope and sequences for both the history and geography syllabus has been completed by the relevant committees of teachers. All the units of work are on the collaborative Google drive to be accessed by all teaching staff. Post learning surveys have been completed for implementation of syllabuses and show staff have gained confidence in implementing the new syllabuses and are using Google Drive.	Socio-economic background funding \$8800
Professional goals and evidence gathered clearly linked to <i>Teacher Professional Standards and Performance and Development Plan</i>	At the end of 2016 all staff have a performance and development plan and have linked all their goals to Teacher Professional Standards. All staff participated in lesson observations and through discussion, feedback and self reflection have shown growth in their goals.	Socio-economic background funding \$3200
Collaborative discussion, reflection and evaluation links performance and development plans with the school plan	All staff are contributing to school planning and are linking their own performance and development plan with the school plan.	QTSS funding \$1700

Next Steps

- Professional Learning Coordinator to continue with working with small school collegial network
- implementation and monitoring of Science, History and Geography syllabi
- ensure staff have access to all units of work, scope and sequences and resources stored digitally and that all work is being accessed for programs and classroom learning
- continue with the Performance and Development process to ensure that a deeper reflective process is part of the ongoing professional development of staff

Strategic Direction 3

Engaged Community

Purpose

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.

Overall summary of progress

Progress towards engaging with our school community has continued to build relationships by the use of the 'skoolbag' app. This technology tool has enhanced parent communication and is continuing to develop positive relationships.

Teacher professional learning in the areas of building positive relationships with parents has been beneficial in developing skills in target areas. Promoting student learning through the newsletter has also had an impact on community perception of learning and school.

Continued collaboration with the principals in the collegial network has provided support and growth in professional knowledge. The strength of this partnership and the effect on all schools continues to grow and develop as we work together.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff complete professional learning and demonstrate improved interactions with all stakeholders, measured through staff surveys	Results of surveys from professional learning on creating positive and effective interactions show that staff gained some knowledge from the activities but would need further work to build on the learning.	
Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content.	There still needs to be a larger parent response sample in 'Tell Them From Me' survey in order to be able to have some valid data. A small survey put out by the school in late 2016 shows parents are satisfied with many aspects of the school.	
Increased parent involvement in school (sign on book and surveys).	The school continues to have a small group of committed parents who work hard for the school on the P&C, the canteen, sport and in helping the teachers with reading.	
Continued increase in number of families that subscribe to the skoolbag app	Parent feedback indicates the effectiveness of the skoolbag app and 75% of parents are using it.	Community consultation funding \$165
Being an active member of the CLN group and achieving milestone, shared goals and projects.	Collegial leadership group reflected on progress in 2016 and based on results from 2016 have developed 2017 milestones. Feedback from the group has indicated consensus to continue with working together into 2018.	Professional Learning \$2000
Analysis of 'Tell Them From Me' Survey to inform planning for 2017	The student and staff surveys were analysed by the staff and key points were noted as to future directions. Areas for future direction were continuing to provide quality feedback and working on developing challenging goals.	

Next Steps

- continue to use 'skoolbag' app as a means to engage community in all school activities
- parents will be invited to access their child's work at school through the 'Seesaw" app
- maximise Tell Them From Me survey returns and use of results for future planning and use some more strategies to encourage parent participation in the survey
- continue to build quality collaboration with small schools collegial network

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • All aboriginal students and carers were invited to Personalised Learning Pathways (PLP) interviews • All aboriginal students have a Personalised Learning Pathway (PLP) • Aboriginal students in the learning and support program have achieved goals set in their individual learning plans • During 2016 funding from Norta Norta enabled extra literacy help for aboriginal students 	<p>Strategic Direction 1</p> <p>School Learning and Support Officer \$7150</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within classroom programs. • A learning and support teacher provides individual learning programs to identified students throughout the year. • All staff tracked and monitored data on literacy and numeracy continuum identifying students in need 	<p>Strategic Direction 1</p> <p>Learning and Support Teacher \$10290</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Teacher professional learning time to facilitate the implementation of our joint projects 	<p>Strategic Direction 2</p> <p>\$1700</p>
Socio-economic background	<ul style="list-style-type: none"> • Professional learning coordinator was again engaged to develop and implement effective professional learning related to the joint projects in our school plans. • Extra professional learning time was paid for to facilitate the history and geography project, the eLearning project and lesson observations for Performance and Development Plans 	<p>Strategic Directions 1, 2 and 3</p> <p>Professional Learning Coordinator \$4184</p> <p>Teacher Professional Learning \$12054</p> <p>Learning and Support teacher \$17710</p> <p>School Learning and Support Officer \$5650</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	46	46	47	41
Girls	50	54	54	52

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	96.9	93.1	93.3
1	94.5	97.1	93.6	93.3
2	94.9	94.6	94.2	95.2
3	97.1	94.7	93.9	94.6
4	97.4	95.5	92.2	89.4
5	95	95.2	92.2	91.2
6	94.3	96.2	93.9	91.6
All Years	95.6	95.7	93.3	92.5
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

Class sizes

Class	Total
KINDERGARTEN	15
1-2	25
YR 3-4	25
YR 5-6	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.51
Other Positions	0.14

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no indigenous staff members at the school.

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	

Professional learning and teacher accreditation

Professional learning was again high on our priority list and was an integral part of our joint projects. Extra funding was allocated in order to work towards the school's strategic directions. Professional learning was conducted in the areas of eLearning, syllabus implementation and differentiation of learning. Our Staff Development Days were also used for mandatory training for CPR, Code of Conduct and Child Protection. Other training was also conducted over these days including Ethical Decision Making and Sport and Physical Activities in Schools.

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

Financial information

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

Income	\$
Balance brought forward	45 279.24
Global funds	91 720.10
Tied funds	66 348.41
School & community sources	42 797.13
Interest	1 327.03
Trust receipts	2 511.00
Canteen	0.00
Total income	249 982.92
Expenditure	
Teaching & learning	
Key learning areas	8 915.36
Excursions	22 132.91
Extracurricular dissections	4 529.95
Library	641.74
Training & development	0.00
Tied funds	74 909.64
Short term relief	10 645.99
Administration & office	48 645.45
School-operated canteen	0.00
Utilities	13 788.69
Maintenance	2 968.61
Trust accounts	2 511.00
Capital programs	0.00
Total expenditure	189 689.34
Balance carried forward	60 293.58

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 students, teachers and parents participated in the 'Tell Them From Me' survey. The students in years four to six were surveyed and all the teachers. There was only a small response sample from the parents. Some of their responses are presented below:

- 95% of students had positive behaviour
- 93% of students tried hard to succeed
- 93% valued school outcomes. This means that the students believe that education will benefit them personally and economically and will have a strong bearing on their future
- 85% of students had positive relationships with friends they can trust and who encourage them to make positive choices
- teachers responded highly that our school was an inclusive school but felt that they needed to work more on sharing student's learning with parents
- parents had a high response for feeling welcome at the school and being able to speak easily with both staff and the principal
- most parents surveyed gave a low response to talking about how important schoolwork is with their child and how well their child is doing at school

Policy requirements

Aboriginal education

Stroud Public School received Aboriginal background funding in 2016. The funds were used to support aboriginal students with their learning through:

- Provision of learning support in literacy and

- numeracy by the learning and support teacher
- Extra teacher release to participate in professional learning in the areas of eLearning and new curriculum implementation which will develop teacher quality and have an impact on the outcomes of all students.
- In Naidoc week celebrations Stroud Public School was invited to attend a combined schools NAIDOC week celebration at Dungog Public School. However this had to be cancelled due to the weather so our school celebrated the day by participating in a variety of activities which culminated in a big aboriginal mural being completed to hang at the school.

Multicultural and anti-racism education

Stroud Public School strives to promote multicultural education and anti-racism through a variety of activities.

- All classroom teachers ensure that multiculturalism is a fundamental value taught and that culturally inclusive teaching strategies are implemented. This has been embedded in the units of work which have been developed for science, history and geography.
- All our programs foster students' understandings of culture, cultural diversity, racism and being a good citizen within our society.
- One staff member is currently trained as an Ant-Racist Contact Officer.
- The school is committed to zero tolerance of racist discrimination.
- Tolerance and harmony towards each other has been a part of the school culture and is reflected in our behaviour code.

Other school programs

Student leadership

Our school parliament is continuing to develop leadership skills for our year six students. Again in 2016 each teacher had responsibility for a portfolio. The ministers liaised with their teacher to implement programs and bring motions back to parliament for consideration.

When parliament convened the student body voted on motions to decide on actions and events that could improve the school community and environment. Some of their achievements include maintaining the vegetable and other gardens around the school, organising sport equipment and sporting competitions at school, having responsibility for the noticeboard at the front of the school, organising and running art competitions and delivering school newsletters to the local shops in town each week.

Leadership opportunities in 2016 included:

- leading and organising School Parliament sessions;
- all ministers having areas of responsibilities in the

- day to day running of the school;
- the attendance of all year six at a Young Leaders Conference in Newcastle;
- all year six students leading school assemblies;
- student-led Anzac Day ceremony, Award Assemblies and end of year Presentation Night; and
- recognition of achievement and positive personal qualities through merit, special and gold awards presented throughout the year.

Positive Behaviour for Learning

Positive Behaviour for Learning was sustained throughout 2016. We continued to build on our four core values of respect, responsibility, caring and fairness. The communication card continues to build relationships between home and school with positive responses from parents in the surveys which have been sent home. The ministers decided on the merit awards for each fortnight and were responsible for their promotion at daily assemblies. This consistent approach to student welfare across the school is reflected in 97% of students achieving satisfactory or above on their communication card every term.