

# Stuarts Point Public School Annual Report



2016



3643

## Introduction

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

Tonya Worling

Principal

### School contact details

Stuarts Point Public School

Banksia Rd

Stuarts Point, 2441

[www.stuartspt-p.schools.nsw.edu.au](http://www.stuartspt-p.schools.nsw.edu.au)

[stuartspt-p.School@det.nsw.edu.au](mailto:stuartspt-p.School@det.nsw.edu.au)

6569 0627

### Message from the Principal

2016 was, yet again, another year of outstanding success for our school. For students, families, teachers, administrative and support staff, we should all be incredibly proud of our achievements throughout the year. I believe everyone has the potential to shine at anything they wish. Set your mind and heart on a goal and you can achieve great things. Thank you to everyone for the expertise and energy you have put into our school.

When reflecting on our year I think of the tremendous work our school has put into planning processes and the evidence we have of our progress through the School Excellence Framework as we, ourselves, strive for excellence.

Our school vision statement rings true of what we see as the cornerstone of our purpose. Stuarts Point Public School is committed to creating independent lifelong learners where each child is provided with opportunities and encouraged to achieve.

We believe in a balanced high quality learning environment where values are embedded, where students develop a love of learning and a culture of high expectations is paramount.

We are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society.

At a leadership level we continue to work through changes that have been evident at a state level with the way we do business, looking at new models of action like Local Schools, Local Decisions, the new Funding Model (RAM) based on our Family Occupation Education Index (FOEI), Great Teaching, Inspired Learning, Blueprint for Rural and Remote Education, School Excellence Framework, National School Improvement Tool and the Reclassification of Schools. We will continue to raise awareness on issues influencing our school and lobby for the independence and autonomy of small schools.

Australia enjoys one of the best education systems in the world and it is an enormous privilege to lead our wonderful small school. 2016 has been another eventful year where we have achieved success in many areas. We started at a hectic pace and once again we continue to have a full agenda. With your ongoing support we will continue to provide the best service, facilities and opportunities for all the students at SPPS.

## School background

### School vision statement

Stuarts Point Public School is committed to creating independent lifelong learners where each child is provided with opportunities and encouraged to achieve.

We believe in a balanced high quality learning environment where the values of respect, integrity, resilience and responsibility are embedded, where students develop a love of learning and a culture of high expectations is paramount.

We are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

### School context

Stuarts Point Public School is a small PP5 school located on the Mid North Coast of NSW. Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 165, which is well below the state FOIE average of 100. We have an Aboriginal student population of 23% and receive funding through the Resource Allocation Model (RAM).

Our school has a strong focus on values education, promotion of a balanced healthy lifestyle, environmental sustainability and leadership opportunities which underpin the rich, stimulating learning environment. Innovative quality programs demonstrate a strong emphasis on literacy, numeracy and 21st century pedagogies.

Our highly qualified and enthusiastic staff provide a supportive, caring atmosphere coupled with a focus on individual needs to ensure success. Our school motto "To Greater Heights" is continually emphasised as all students are encouraged to be self-directed lifelong learners and where every child is supported and empowered to reach their full potential.

Stuarts Point Public School is a proud member of the Nambucca Valley Community of Public Schools (V10) and has a proud tradition of meeting the community and state-wide educational needs of students in the district for over 125 years.

# 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.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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 self–assessment was conducted by the school leadership team whereby we reflected on the statements of excellence in each element, considered our evidence and plotted the most relevant descriptors for our school. We utilised 3 projects showing 9 packages of evidence supporting our validation process which we also mapped to aspects in our School Plan.

Project 1: Early Action for Success: Evidence Package:

- Instructional Leadership

Project 2: Learning and Support: Evidence Package:

- Welfare
- Personalised Learning Plans (PLPs)
- Learning Alliances
- Assessment and Reporting
- Data Analysis

Project 3: Leadership, High Expectations, Engagement: Evidence Package:

- Professional Learning
- School Plan / Leadership
- School Culture / Wellbeing / Engagement

An Executive Summary was developed which synthesises the annotated information provided in the body of evidence and the results of this process are indicated below.

The results of this process indicated that in the **School Excellence Framework domain of Learning** the school has collected evidence to justify an on–balance assessment of Delivering.

**Learning Culture:** Stuarts Point Public School shows a strong commitment to building positive respectful relationships for all through our involvement in the Stronger Smarter program. These high expectations relationships support and strengthen student development by building educational aspirations. Teachers, students and parents have been introduced to growth mindset philosophies to strengthen learning behaviours so students see themselves as learners and the role they have to play in their education. Strong policies for supporting attendance have been a priority for all classes as evidenced by above state norm data.

**Wellbeing:** A consistent approach to enhance well being as evidenced by our welfare policy (STARS – Students Taking Action and Responsibility) and visual behaviour flowcharts provides clearly defined behavioural expectations which are conducive to a positive teaching and learning environment. Our use of the FISH Philosophy to frame wellbeing creates a united, collaborative environment supporting the emotional, social, physical and spiritual needs of students where cultural identity and diversity is celebrated.

**Curriculum and Learning :** Staff have established partnerships and learning alliances with other schools to enhance curriculum provision. L3 has been a major focus in this area, as has the TEN program. Shoulder to shoulder support provided by the Instructional Leader (IL) has provided quality practices in curriculum delivery for staff as evidence based teaching practices are utilised. Clear learning and support processes are in place as teachers differentiate learning goals to accommodate adjustments.

**Assessment and Reporting:** Explicit processes like our 'Assessment and Reporting Policy' give a clear framework to collect, analyse and report on performance data. Five weekly cycles of PLAN analysis is undertaken and used as a basis for detailed student reports. Increased engagement of all students in learning is evidenced through our Personalised Learning Plans (PLPs) process. Teachers actively involve all students and parents in setting explicit goals to support student learning and reflecting on these at timely periods. Students have a portfolio of work to share with key stakeholders and can articulate their goals and next steps.

**Student Performance Measures:** Students consistently show growth on both internal and external performance

measures though this is not always seen as value added. As a school involved in the Early Action for Success initiative data is collected and regularly reported to ensure accurate monitoring of results. Due to a small cohort size our external performance measures can often show skewed results.

The results of this process indicated that in the **School Excellence Framework domain of Teaching** the school has collected evidence to justify an on–balance assessment of Delivering.

**Effective Classroom Practice** : All classroom teachers have participated in collegial meetings and worked shoulder to shoulder with the IL to identify, understand and implement the most effective teaching methods. These have included using literacy and numeracy programming templates and evidence–based teaching strategies from TEN.

**Data Skills and Use**: The 2015–2017 School Plan has prioritised the use of data from PLAN, L3 and NAPLAN to track student’s achievements and progress. This has been guided by the IL and supported by extra release from classroom duties. The school has used this data to create and monitor the milestones to achieve the goals of the School Plan. The school leadership has regularly monitored this data and has used it to inform future school directions.

**Collaborative Practice**: All staff have regularly collaborated to improve teaching practice. This has occurred through timetabled, weekly collegial meetings with the IL, Week 10 staff sharing meetings and the development of a designated digital space on the school server. Staff have used feedback, from lesson observations and professional dialogue, to demonstrate high quality teaching practice.

**Learning and Development**: All SPPS staff have engaged in the PDF process and developed a PDP. The PDP goals have been linked to the Australian Professional Standards and the school plan. Staff have identified and participated in targeting professional learning. The IL has focused and supported staff in professional learning to improve their teaching methods for literacy and numeracy.

**Professional Standards**: All staff have demonstrated their understanding and implementation of curriculum requirements during Week10 staff sharing and collegial observations. All staff have worked through the PDF process and have taken responsibility for maintaining and developing their professional standards.

The results of this process indicated that in the **School Excellence Framework domain of Leading** has collected evidence to justify an on–balance assessment of Delivering.

**Leadership**: Strategic Direction 2 of the 2015–2017 School Plan has prioritised the honouring of high expectations relationships. The school leadership team has used surveys to collect data about parent and community satisfaction. The school principal has regularly updated the school website and newsletter so that parents and community have been aware of the opportunities available for participation. Students have developed their leadership skills through Peer Support training activities and excursions.

**School Planning Implementation and Reporting**: The 2015–2017 School Plan was collaboratively developed with the school community. P and C meetings were used to canvas parent input and opinion on the future needs of the school. Regular staff meetings have been dedicated to the development and subsequent review of the school milestones. The School Plan has been aligned with system priorities, particularly Early Action for Success, and school alliances, like being a hub school for Stronger Smarter. P&C meetings, the school website and fortnightly newsletter have all been used to keep parents, families and the wider community informed about school priorities and plans.

**School Resources**: Stuarts Point Public School is a small PP5 school in an isolated, coastal community. The school has strived to ensure that resources are used strategically to achieve improved student outcomes. The school leadership team has focused on the development of a Yarning Circle for outdoor learning and community activities, a creative use of existing school facilities.

**Management Practices and Processes**: The school leadership team has developed, revised and supported management systems, structures and processes that have facilitated ongoing school improvement. At a staff level this has involved the development of 2016 roles and responsibilities, timetables, and timelines for the school validation process.

We were vigilant in gathering evidence and supporting data in our quest for continual improvement. 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

A learning culture of equity and educational excellence

### Purpose

All stakeholders will work collaboratively to enable our students to be 'successful learners who are confident, creative individuals and active informed citizens'. (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Opportunities for differentiated learning experiences, modelling and developing skills needed to engage in tasks, explicit teaching of feedback and reflective tools, and immersion in appropriate curriculum activities will enhance learning outcomes.

Students will be active participants in their learning where a culture of high expectations promotes educational excellence and wellbeing.

### Students

### Overall summary of progress

The Instructional Leader (IL) has been able to lead initiatives in learning across the school. One of these has involved the introduction of concepts to support learning, like Growth Mindset. Parents and the wider community have been introduced to the concept through regular newsletter items and explicit conversations. The IL and staff have worked together to ensure that familiar and established aspects of learning are maintained. Explicit learning intentions like 'I can' statements for writing which were introduced in the K/1 classroom in 2014 have continued with these students in their current 2/3 classroom in 2016.

Procedures have been embedded so school wide data is systematically collected, analysed, discussed and used to make judgements on program delivery. Staff update PLAN Data in 5 week cycles, analysing and articulating the learning needs of students and identifying curriculum resources to address identified needs. The IL has been able to work shoulder to shoulder with staff to impact teaching across the school. One area of this work has seen the introduction of 5 weekly literacy and numeracy programming templates based on current PLAN data. The teachers have used a simple template to group the students according to their cluster level for a given aspect and develop specific teaching lessons using the Literacy Continuum support documents. This has supported teachers in continuous and rigorous programming in English and Mathematics and the effective use of SLSOs.

The Learning and Support Team (L&ST) has created school wide systems to collaboratively build staff capacity. Meetings were held fortnightly with all teaching staff and school counsellor attending. Actions are recorded and followed up on. Instructional Leadership has focused on differentiating programming and pedagogy. The school implemented initiatives like Speech Therapy and *MultiLit* as a Tier 3 intervention.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will show positive growth in learning on both the literacy and numeracy continuums K–6 (Target)	<p><b>Improvement Measures for 2016</b></p> <p><b>Aspects of Writing: Kindergarten 2016</b>, Term 4 Week 8: 78% – 7 out of 9 students reached end of year cluster 4.</p> <p><i>The results indicate a positive shift from 5 students (57%) achieving expected benchmarks in kindergarten for Aspects of Writing in 2015 to 7 students (78%) in 2016 achieving expected benchmarks as indicated on the literacy continuum.</i></p> <p><b>Aspects of Reading: Year 2 2016</b>, Term 4 Week 8: 80% – 8 out of 10 students reached at least end of year cluster 8.</p> <p><i>The results indicate a positive shift from 50% of students achieving expected benchmarks in Year 2</i></p>	<p>\$12 000 (Equity Low SES)</p> <p>\$33 000 (EAfS)</p> <p>\$ 5000 (Equity Disability)</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students will show positive growth in learning on both the literacy and numeracy continuums K–6 (Target)</p>	<p><i>for Aspects of Reading in 2014 to 80% of students in 2016 achieving expected benchmarks as indicated on the literacy continuum. This is a growth of 30%.</i></p> <p><b>Numeral Identification: Year 1 2016</b>, Term 4, Week 8: 100% –9 out of 9 students reached at least expected end of year level 3.</p> <p><i>Results indicate a positive shift from 88% to 100% in the percentage of students reaching expected benchmarks in the Aspect of Numeral Identification as indicated on the Numeracy continuum.</i></p> <p><b>Forward Number Word Sequence: Year 1 2016</b>, Term 4, Week 8: 88% – 8 out of 9 students reached expected end of year level 5.</p> <p><i>In Forward Number Word Sequence an increase in the percentage students achieving expected outcomes from 64% in 2015 to 88% in 2016.</i></p> <p><b>Backward Number Word Sequence: Year 1 2016</b>, Term 4, Week 8: 67%– 6 out of 9 students reached expected end of year level 5.</p> <p><i>In Backward Number Word Sequence there was a positive increase of 22% in the percentage of students achieving expected outcomes . In 2015 there were 45% of students and in 2016 there were 67% of students reaching expected end of year levels.</i></p>	

## Next Steps

Key improvement measures of the School Plan need to be continually refined so that they are specific, measurable, attainable, relevant and timely (SMART).

Framed professional dialogue between the classroom teacher and the IL about effective classroom practice. Continue a written collegial meeting recording log which will provided a focus for collegial conversations about teaching during the weekly, timetabled meetings, with a balanced focus on next steps for both the teacher and the IL to achieve best practice.

Improve staff capacity to utilise explicit learning intensions, success criteria and reflective tools through developing a pedagogy of Visible Learning. Student portfolios used as a working document to show this.

Develop a shared understanding of the EAFS continuum expectations for each school term which will then be used to frame regular analysis of student, class and school data on PLAN. Further develop the capacity of all teaching staff to analyse PLAN data in 5 weekly cycles to inform their teaching practice; to know where their students are, where they need to go, and to deliver teaching activities to help their students achieve and therefore reach improvement measures

Staff to work shoulder to shoulder to analyse, identify and then program differentiated learning activities. where the IL, classroom teacher and SLSO plan activities together to support students at risk in literacy and numeracy using L3 and PLAN data.

Learning Maps utilised with PLP's to frame student conversations around articulating their learning.

## Strategic Direction 2

Honouring strong partnerships

### Purpose

Facilitate the development and nurturing of relationships within our local community and across our Community of Schools.

'High-Expectations Relationships' (Stronger Smarter Institute: Position Paper, 2014) can impact on the improved educational outcomes for our students.

We will build high expectation relationships and strong partnerships so that support for student learning extends through interconnectedness and well-being. We will actively seek ways to include our parent body, local community and elders, collegial staff networks and the family support services in the wider community.

### Parents / Community

### Overall summary of progress

We continued to promote a culture of High-Expectations Relationships. Staff were involved in Professional Learning from the Stronger Smarter Institute. We participated in activities based around current research. The practice of sharing respectfully through the structure of the circle has become embedded in classrooms and staff meetings. Other tools like check-in and check-out have been used to build respectful relationships within our school community. Walk Talk buddies are promoted on a whole school and class level. The P&C have embraced strategies introduced and key language at meetings.

The school has worked hard to engage with parents and the community to build and honour relationships. An inclusive approach has been adopted so that, where possible, staff, students, parents and the broader school community are encouraged to share their voice and vision. We engaged with the local Aboriginal Education Consultative Group (AECG) to extend partnerships beyond our community and join with a wider circle of support while a junior AECG group was established to help support the process our Yarning Circle.

The school has developed initiatives to enhance engagement of stakeholders. We actively seek to be involved in community events and enlist the support of community in targeted programs therefore strengthening relationships.

The collaboration of genuine partnerships between parents/carers and the school has been supported through the PLP process. All key stakeholders are able to meet and develop goals using the school 'Stronger Smarter' PLP template, incorporating local Aboriginal themes. Specific goals have supported an increase in student attendance, participation and engagement in learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve Home School Community Partnerships (HSCP).	<p><b>Improvement Measures for 2016</b></p> <p><i>We increased the percentage of school community completing The Learning Bar 'Tell Them From Me' parent survey from 7 in 2015 to 27 in 2016. This was 77% of our parent community.</i></p> <p>Other Evidence:</p> <p>The <b>Stronger Smarter Leadership program</b> was used as key PL for executive and as a result our students produced a digital resource explaining the philosophies which was shown to both the P&amp;C and AECG.</p> <p>A Community Consultation meeting for the proposed <b>Yarning Circle</b> was well attended with 22 people, a large number for a school of</p>	<p>\$33 000 (Equity Low SES)</p> <p>\$9 500 (Equity Aboriginal Background)</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Improve Home School Community Partnerships (HSCP).</p>	<p>approximately 35 families.</p> <p>We have engaged students and families in the <b>PLP process</b>.</p> <p>At PLP interviews the classroom teacher has worked with an individual student and their family to develop a goal setting plan. This plan has outlined an area of improvement and has identified who, how and when people can help support the student to achieve this goal.</p> <p>The PLP process has two formal interview periods per year as well as interviews as required.</p> <p><b>Projects</b> were developed so that the school and other facilities are used creatively to meet the range of student learning interests and needs.</p> <ul style="list-style-type: none"> <li>– Continued links with local businesses and community groups including Men’s Shed, CWA, Cricket Club, SPADCO and Bowls Club</li> <li>– Whole school community actively participating and contributing to community events eg: Yarrahapinni Festival, Anzac Day.</li> <li>– Collaborated with other educational organisations like Preschool to run the ‘Big School’ program and enhanced opportunities through Lifetime Connect.</li> <li>– Actively engaged community volunteers to support existing structures eg: Breakfast program, ‘Book Worms’ club, ‘Kids in the Kitchen’ and Canteen.</li> <li>– School using interagency approaches to support students and families eg: National School Chaplaincy and Welfare program.</li> <li>– Community Liaison officer continuing to raise the profile of our school in the local and wider community</li> </ul>	

## Next Steps

Continue links as a ‘Stronger Smarter’ Hub school promoting High Expectations Relationships and building upon partnerships with the local Aboriginal Education Consultative Group (AECG).

Continue the process of developing a Yarning Circle, consisting of interested staff, students, parent and community members, that will work together to develop one on site.

Develop an in–school data collection process to measure PLP participation rates and provide additional time for staff to analyse trends in a school year, and across school years, in pursuit of ensuring that school–home relationships are maintained and built upon. Investigate using M–goals for PLP processes to be shared with local community groups as driven by AECG.

Student wellbeing and engagement supported through the National School Chaplaincy and Welfare Program utilising the FISH philosophies. Update Welfare policies in line with the Well Being Framework and current trend data.

## Strategic Direction 3

### Quality teaching and leadership

#### Purpose

Promote high teacher quality as an expert teaching team (School Excellence Framework) through professional learning aligned with the Australian Professional Standards and the new NSW syllabus for the Australian Curriculum.

All staff will have opportunities to identify, analyse and share excellent teaching practice (Great Teaching, Inspired Learning). This includes the planning of new teaching programs and practices. It also encompasses the revision and refinement of existing assessment practices to better inform the teaching and learning cycle.

#### Teachers / Leaders

#### Overall summary of progress

The PDF process has replaced the previous TARs school policy and has become a regular, cyclic component of school process. This been supported and guided by the school leadership team which comprises of the Principal and Instructional Leader.

A focus has been Targeted Professional Learning, building capacity to develop excellent teaching practice. This includes the planning of new teaching programs and practices. It also encompasses the revision and refinement of existing assessment practices to better inform the teaching and learning cycle. Leaders provide opportunities to build the capacity of all stakeholders.

Staff undertook focused Professional Learning aimed at continuous improvement and innovation that addressed the Australian Professional Standards for Teachers. This aligned to Performance and Development Plans (PDP) where teachers were supported by school leaders to actively engage in planning their own professional learning. Staff were involved in Language, Learning, Literacy (L3) Kindergarten, L3 Stage 1 and Building Blocks for Numeracy.

The Early Action for Success program enabled the Instructional Leader to work shoulder-to-shoulder with all teaching staff. This work has aimed at building staff capacity by critically evaluating pedagogy against student learning outcomes and achievement.

Streamlined whole school planning processes continued to support the implementation of the NSW Syllabus documents for the Australian Curriculum in Science, History and Geography. Professional Learning was delivered in these Key Learning Areas. Scope and Sequences were refined and adapted.

Stuarts Point Public School has well-established systems for school planning and leadership, honed and refined through involvement in key educational reforms like Early Action for Success (EAFs).

During 2016, specific staff meetings have been dedicated towards looking at and drawing conclusions from data collected, like the Tell Them From Me survey, NAPLAN and PLAN. All staff have participated in professional dialogue about this data and used it to evaluate termly progress towards school milestones and improvement measures. This has resulted in deliberate and explicit teaching to meet the school's learning goals. This data has also been included in the Principal Report for the monthly P&C meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff will collaboratively design Professional Learning Plans aligned to Australian Professional Standards for Teachers and SEF supported by executive through the Performance and Development Framework (Target)	<b>Improvement Measures for 2016</b> <i>During 2016 all teaching staff have continued their involvement in the PDF process. 100% of classroom and LaST teachers have developed a PDP. This has resulted in staff setting their own professional goals, linked to teacher professional standards and school strategic directions, with identified professional learning opportunities. 100% of Executive staff also linked their plans to the School Excellence Framework. The process has</i>	\$20 000 (Equity Low SES) \$10 000 (EAFs) \$2040 (QTSS) \$5 800 (TPL)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Staff will collaboratively design Professional Learning Plans aligned to Australian Professional Standards for Teachers and SEF supported by executive through the Performance and Development Framework (Target)</p>	<p><i>focused teacher learning and development towards ongoing and rigorous pursuit of best teaching practice.</i></p> <p>Staff are at different stages in their teaching careers. The PDP process has engaged all teaching staff in setting professional goals, negotiating collegial observations, gathering evidence through lesson feedback processes like peer observations and providing written assessments of progress in reaching their goals. They have developed their knowledge of the professional standards and curriculum content when writing their PDP goals, sharing during regular staff meetings, and using MyPL to track and evaluate professional learning.</p> <p>An integral component of the teaching and learning cycle is assessment and analysis. All staff have engaged in professional learning using SMART online modules. This has been critical in a small school setting where cohort trend and growth data provide limited and superficial information due to the cohort size. All staff have completed a set of tasks and then reported on this as an informed discussion during PDP meetings.</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Teachers understand and implement professional standards and curriculum requirements.</li> <li>• The school's performance and development process has been linked to the attainment of professional learning goals and fulfilment of teaching requirements.</li> <li>• Staff have regularly shown currency of content knowledge and teaching practice.</li> <li>• Professional learning has built teacher skills in the analysis, interpretation and use of student performance data.</li> <li>• The school has conducted systematic, annual staff performance and development reviews with formal meeting once a term.</li> </ul>	

## Next Steps

Refine teaching staff PDPs to include professional learning goals that works towards improvement in the school as measured by the School Excellence Framework and linked to the School Plan to achieve an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the learning needs of all students.

Continue to develop the capacity of the Executive and Instructional Leader by remaining current with research and theories that support best teaching practice for staff with a focus on Visible Learning and the work undertaken by John Hattie including explicit learning intentions, the power of feedback and data walls.

Use the School Plan and PDP process to source directions for professional learning while building the capacity of staff to articulate Strategic Directions and be an active member of the School Plan team.. Use fortnightly staff meetings as an avenue for school based professional learning use MyPL to develop and enrol staff in events and courses.

Leaders and key school personnel to engage in training to support the transition to LMBR including SAP and SALM.

Performance and Development processes expanded to include Non-Teaching Staff.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Students were engaged in programs like Art Club and Home Play support which has resulted in attendance rates increasing to above state average.</p> <p>All staff participated in professional learning on High Expectations Relationships from the Stronger Smarter Institute and a staff member completed the Stronger Smarter Leadership Program. Staff also completed training in the 8 ways of learning pedagogy.</p> <p>AECG meetings were utilised as a platform for collaboration.</p>	\$9 528
<b>Low level adjustment for disability</b>	<p>Teachers were supported with a referral process for differentiated, targeted support, for small groups and individual students from the Learning and Support Team</p> <p>Processes for Nationally Consistent Disability Data Collection were supported.</p>	\$5 400 (+ 0.2 FTE Learning and Support Teacher)
<b>Quality Teaching, Successful Students (QTSS)</b>	Funds utilised to support the School Excellence Framework.	\$2040 (which equates to 0.020 FTE)
<b>Socio-economic background</b>	<p>Executive were released to provide mentoring and leadership to staff.</p> <p>Programs like 'Kids in the Kitchen' continue to increase community participation and student engagement.</p> <p>All students are supported through PLP processes at key intervals throughout the year.</p> <p>A Community Engagement Officer raises the profile of our school through media articles.</p> <p>Staff are supported at key reporting periods.</p>	\$64 982 (+ 0.1 FTE PSP)
<b>Early Action for Success (EAfS)</b>	<p>Staff received targeted individual professional learning supported by the Instructional Leader.</p> <p>Staff participated in Language, Learning, Literacy (L3) Kindergarten, L3 Stage 1 and Building Blocks for Numeracy.</p> <p>Students were supported by tiered interventions from School Learning Support Staff (SLSO).</p> <p>Innovative programs like 'Big School' continued.</p> <p>Speech and movement program implemented for targeted K/1 students by SLSO</p> <p>Data, including PLAN, is updated and monitored every 5 weeks to inform teaching and plan for learning.</p>	\$43 395 (plus Instructional Leader DP level)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	28	27	25	25
Girls	27	33	30	36

We continue to have a high mobility trend in our student population.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.1	93.4	95
1	90.8	93.2	90.4	91.6
2	93.1	92.8	97.7	93.3
3	95.9	96.2	95.1	95
4	92.7	94.7	96.5	95.4
5	91.4	92.9	98.2	92.5
6	92.8	91.1	92	95.2
All Years	93	93.5	94.4	94.1
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

After an analysis of our Oasis Absence Statistical Data, it can be noted that attendance rates have improved this year from our low of 87.4% in 2009 to 94.1% in 2016, an increase of almost 7%.

We also exceeded state total norms during 2016. We continue to be proactive in encouraging good attendance and implement many incentives to promote this.

### Class sizes

Class	Total
K/1	18
2/3	21
4/5/6	22

### Structure of classes

Stuarts Point Public School had three multi stage classes during 2016. K/1, 2/3 and 4/5/6.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.12

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We have valued the strong contributions made by Indigenous staff both casual and voluntary. Casual Aboriginal School Learning Support Officers (SLSOs) were employed to support student learning and an engagement program for Home Play and Art Therapy.

### 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	16

## Professional learning and teacher accreditation

All staff had access to a variety of professional learning opportunities during 2016 which aligned to their Professional Learning Plans and supported by executive through the Performance and Development Framework. See Strategic Direction 3.

Through the employment of a temporary teacher, school leaders have continued to model a pedagogy that demonstrates a commitment to strengthen and deliver on school priorities. Processes are in place for formal mentoring between staff about current professional practices. Reflective conversations are encouraged between all key stakeholders. Opportunities to develop and refine practices have been modelled using evidence based practices and policies updated to current procedures.

Staff have used SMART, Best Start and PLAN Data, analysing and articulating the learning needs of students on a school wide basis and identifying the curriculum resources to address identified needs. Student assessment data is discussed at school and in state wide on-line learning communities to identify future learning needs of students.

Professional Learning funds were targeted towards implementation of the new NSW Syllabus documents for the Australian Curriculum. Staff undertook learning both face to face and via online training modules through Adobe Connect on English, Mathematics, Science, Geography, History, 8 Aboriginal Ways of Learning, High Expectations Relationships through Stronger Smarter, National Collection of Students with Disabilities, ESES Modules and NAPLAN analysis. We also combined for the Macleay Education Community Staff Development Day in Term 3 which focused on Boys Education with workshops presented by Ian Lillico (Boys Forward Institute) and Tony Ryan (Learning Futurist).

Mandatory training was also completed in Child Protection, Anaphylaxis, Asthma, Emergency Care, CPR, Disability Standards, Work Health and Safety modules including e-administration of prescribed medications.

Under the Early Action for Success program staff received targeted individual professional learning supported by the Instructional Leader. Key programs were L3 for Kindergarten, L3 Stage 1 and Targeted Professional Learning for Individual teachers on a needs basis. The Instructional Leader provided fortnightly Professional Learning Meetings delivering current research, theories and practices. All staff completed 'Building Blocks for Numeracy' which was an accredited Professional Learning module.

The School Administrative Manager (SAM) undertook preparation to support the transition to LMBR including Core Financial Literacy. The General Assistant also received opportunities to attend professional learning relevant to their career pathway.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>332 576.45</b>
Global funds	88 776.22
Tied funds	137 675.88
School & community sources	23 721.48
Interest	6 891.15
Trust receipts	2 929.90
Canteen	0.00
Total income	592 571.08
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	1 073.61
Excursions	6 166.48
Extracurricular dissections	6 802.26
Library	317.59
Training & development	0.00
Tied funds	158 169.07
Short term relief	13 447.99
Administration & office	11 302.29
School-operated canteen	0.00
Utilities	10 680.57
Maintenance	24 140.20
Trust accounts	2 933.40
Capital programs	8 688.04
Total expenditure	243 721.50
<b>Balance carried forward</b>	<b>348 849.58</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 (NAPLAN), the results across literacy and numeracy assessments are reported on a scale. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

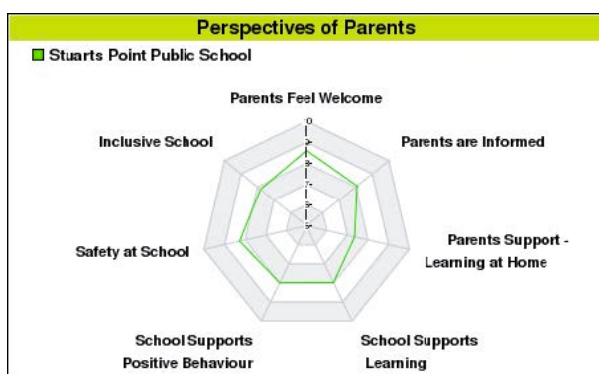
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Eight students in Year 3 sat the NAPLAN Assessments at Stuarts Point Public School in 2016. The small size of the cohort means that all trend data can be heavily influenced by the results of a single student. All of these students performed above National Minimum Standards (NMS) in all NAPLAN tests.

Four students in Year 5 sat the NAPLAN Assessments at Stuarts Point Public School in 2014. Due to the limited cohort size in Year 5, the SMART data can be over-influenced by an individual student. Only 2 of the 4 students are matched students.

The reporting of information must be consistent with privacy and personal information policies therefore the school is unable to supply specific information in this section. Individual results have been discussed with the students and their parents / caregivers.

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

### Parent/caregiver satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Stuarts Point Public School (SPPS) utilised the 2016 Learning Bar 'Partners in Learning Parent Survey' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The radar chart (see image 'Perspectives of Parents') compares these results with those of other NSW government schools in each reported area. The results have been converted to a 10-point scale, where 10 shows strong agreement and 5 is a neutral position.

- Parents generally feel welcome at SPPS with the help provided by the administration staff rating extremely high at 9.3 out of 10.
- The results also indicated that parents are satisfied with how information is conveyed, particularly reports on student progress and behaviour, both rating 8.5 out of 10.
- Parents supporting learning at home only rated at 7.4 overall which is an area for future growth. Talk at home about how important school work is rated at 6.3.
- The survey indicated that parents believe the school supports learning by encouraging students to do his or her best work and taking an interest in their child's learning.
- Parents feel that the school supports positive behaviour with clear rules and behaviour expectations as well as playing an active role in preventing bullying.
- Parents consider Stuarts Point to be an inclusive school with staff actively helping students to develop positive friendships which has increased from 6.7 last year to 8.2 this year.

The results of the parent survey represent an increased percentage from 8 surveys completed in 2015 to 27 completed in 2016. This reflects 77% of our school community.

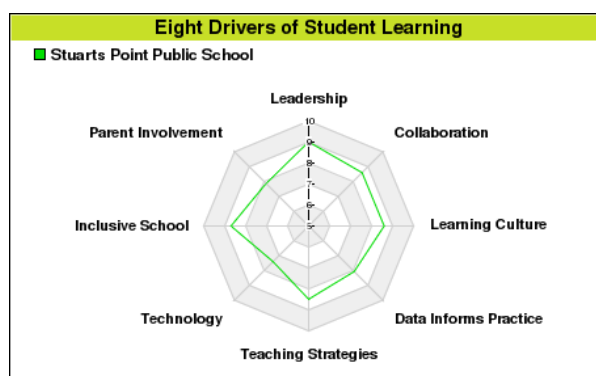
### Student satisfaction

A core sample of students completed the 'Tell Them From Me (TTFM) – Student Engagement Primary Survey' which measures 20 indicators based on the most recent research on school and classroom effectiveness. The results have been converted using the same 10-point scale. Students were surveyed twice during the year, March and September.

- Students value schooling outcomes. Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. Our data indicated 93% (March) and 87% (September) of students valued school outcomes. The NSW Government norm for these years is 96%. In analysing the details in these cohorts 88% and 100% of the girls and 100% and 78% of the boys in our school valued school outcomes. The NSW Government norm for girls is 97% and for boys is 94%. This indicates a slight overall negative shift in the value of school outcomes, but there is a gender connection – girls have increased while boys decreased.
- Students are interested and motivated in their learning. 87% (March) and 73% (Sept) of students in were interested and motivated in their learning. The NSW Government norm for these years is 78%. 88% and 100% of the girls and 87% and 56% of the boys in our school were interested and motivated. The NSW Government norm for girls is 83% and for boys is 74%. Girls out performed state norms while boys decreased significantly. Student behaviour could be a contributing factor in this.
- Students try hard to succeed in their learning. 100% and 86% of students in our school tried hard to succeed. The NSW Government norm for these years is 88%. In analysing our results in detail there was a decrease of a 25% drop in boys from March to September. We saw an overall downward shift in positive behavior at school however the girls have increased to 100% whereas the boys from the Yr 4/5/6 are just above 50%.

extra RFF).

- Both Collaboration and Learning Culture also scored high with overall 8.6. Collaboration showed a –0.4 variance with the first driver of student learning, leadership. Teachers felt that they regularly talk with students about the barriers to learning and set high expectations, however providing written feedback on student work scored slightly less.
- Staff strongly agree that school leaders are leading improvement and change and also communicating strategic directions as evidenced through the School Excellence Framework during planned staff meetings. (see images below).



## Teacher satisfaction

The 'TTFM Teacher Survey' is based on two complementary research paradigms, 'Effective schools' and the 'Outward Bound' model as described in John Hattie's book, *Visible Learning*. Questions were formulated and grouped in response to this research which included eight of the most important Drivers of Student Learning.

The results for the Eight Drivers of Student Learning are shown in the first chart. They have been converted using the same 10–point scale.

Closer analysis of the perspectives can be seen below.

- Leadership was our highest area with a score of 9 out of 10 (see image below). Teachers felt that they worked with school leaders to create a safe and orderly school environment. There was only a narrow difference in the averaged range score of responses. Staff felt school leaders helped establish challenging, visible learning goals (PLP meetings, IL collaboration), taken time to observe their teaching and provided feedback (PDP meetings, Observations, IL feedback, School Plan), helped improve teaching (PL opportunities), created new learning opportunities for students provided guidance for monitoring student progress (class tracking sheets, SBSR



# Policy requirements

## Aboriginal education

The *Aboriginal Education and Training Policy* and the *Partnership Agreement* between the Department and the NSW Aboriginal Education Consultative Group Incorporated has provided a framework for Aboriginal Education in our school. Aboriginal perspectives are imbedded into teaching and learning programs throughout the year and are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school was fortunate to have had a number of Aboriginal workers and volunteers in the school this year who provided positive role models.

We continued our journey towards becoming 'Stronger and Smarter'. All staff participated in a workshop on our Staff Development Day at the beginning of the year learning about the High Expectations Relationships research and a staff member was involved in the Stronger Smarter Leadership program.

The practice of sharing respectfully through the structure of the circle has become embedded in most classrooms and other tools like check-in and check-out have been used to build respectful relationships within our school community.

Staff also participated in '8 Aboriginal Ways of Learning' training. It is a pedagogical framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. This training involved a wide range of community members, Aboriginal Education Officers, and school executives from around the North Coast.

Students from Year 4/5 gained a perspective of Aboriginal culture and society by participating in the 'Dhalayi Young Doctors' program through the MALPA Project. This program was delivered by Aunty Gloria once a week during Term 3 and 4 where both Aboriginal and non-Indigenous students were supported in their learning by combining the well respected old ways in health, which have been used for thousands of years, with modern and trusted new ways; into a delivery for young students to equip them to be Health Ambassadors for their peers. The project strengthens communities, trains leaders, improves health literacy and creates a fresh understanding of nutrition and hygiene. It culminated in a special graduation ceremony which showcased songs the children had learned, the power of the circle, and the scrapbooks that the children had made. All of the students received a bag of resources for the future.

The 4/5/6 class also engaged in activities and learnt about health perspectives at the Type 2 diabetes workshop run by an Indigenous Outreach Worker from Durri ACMS.

All classes engaged in activities that recognised and celebrated significant national Indigenous events. On the 26th May, the students learned about the significance of National Sorry Day. As a school we involved students in a whole school art project 'From

little hands big things grow' a play on the song 'From Little Things Big Things Grow' that was re-released to commemorate the Formal Apology to Indigenous peoples in 2008.

Each year National Reconciliation celebrates and builds on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. In class groups students we participated in Reconciliation Web – A Classroom Yarn where we spoke about our history, our story and our future then created a web of knowledge.

Activities for NAIDOC Week ranged from learning 'how the birds got their colours', to dream stones, and making lemon myrtle tea and cookies. A big thank you to our student leaders who helped support these activities!

Students participated in Traditional Aboriginal Games (TIG) as a part of Friday sports. These games, endorsed by the Australian Sports Commission, come from a range of places and people across Australia. Students sampled a range of ball and running games and we encouraged parents to participate, helping us to learn more about Aboriginal culture and promote happy healthy students.

The collaboration and development of genuine partnerships between parents/carers and the school has been supported through the PLP process. Trialled in 2012, the PLP process has continued each year and will be ongoing into 2017. All key stakeholders are able to meet and develop goals using the school 'Stronger Smarter' PLP template, incorporating local Aboriginal art themes. Specific goals increase Aboriginal students' attendance, participation and engagement in learning.

Funds from Aboriginal RAM Equity focused on improving the quality of teaching and learning for Aboriginal students. A School Learning Support Officer (SLSO) was employed to assist with Home Play Help, Art Club and Art Therapy. Specific goals from PLPs were used to increase Aboriginal students' attendance, participation and engagement in learning.

Ritchie Donovan has continued to provide specialist coaching to our students in a range of sports under the auspice 'Promoting Social Inclusion through Sport'. The sports program focuses on not only training and skills but mentoring as well.

Aboriginal students, their friends and family, were encouraged to attend community events and competitions run during the year.



## Multicultural and anti-racism education

Multicultural perspectives are embedded in the teaching and learning programs within the classroom context in order to foster acceptance and celebrate cultural diversity. Inclusivity is encouraged with all students and cultural differences are promoted and shared. We also greet each other in the morning by saying hello in another language.

Harmony Day was celebrated with students taking part in lessons based on the areas of Mathematics, Music, Art and Sport. The students learnt about the importance of multiculturalism in Australia and about aspects of different cultures during these activities. Many parents joined their children and we thank them for their support in promoting cultural diversity. Harmony Day is just one of the many ways we celebrate our students and the diverse families that make up our school.

Yet again, our school enthusiastically entertained the CWA at their International Day on Mongolia. K/1 danced and sang to traditional music while 2/3 made hats and greeted everyone in an authentic Mongolian way and explained the traditions. Well done to 4/5/6 for presenting their information report. Thank you to the ladies from the CWA for hosting the day and donating money to the school that will go towards a book for the library.

Students are exposed to eating foods from different cultures through various canteen special food days and our 'Kids in the Kitchen' program.

The Multicultural Public Speaking Competition was implemented as both an in class and extra curricula activity. Students prepared speeches discussing the importance of acceptance and compassion towards others.

Stuarts Point Public School continues to promote multicultural values and upholds a culture of acceptance and understanding.

## Other school programs

### Kids in the Kitchen

Our school continues to be part of the 'Kids in the Kitchen' project which is a health promotion aiming to increase the fruit and vegetable consumption of school children. The project has the bigger picture goal of reducing the incidence of heart disease in the community by working with primary school children to develop healthy eating habits early in life.

- 'Kids in the Kitchen' has groups of half a dozen students each lesson learning about the importance of seasonal and local produce. This cooking program encourages children to prepare their own fruit and vegetable meals and snacks.
- Students share their cooking each Monday with the whole school. Recipes are printed for children so that they can make the dishes at home for parents and friends.

- To help with this, they even have their own garden where they plant, grow and harvest the crops needed for whatever has been planned to cook that day, making it a fun and interactive way to learn about fresh food.

## Student Leadership and Values Education

Our school offers a range of programs to provide students with opportunities for success, promoting self-esteem and confidence. Our task is to develop a spirit of community service and provide a variety of opportunities where students can demonstrate a responsible outlook. Students are encouraged to participate in both school and community activities.

- We continued with the FISH philosophy and Habits of Mind as our core values and promoted positive behaviour through our Leadership Development Initiative.
- Our Peer Support program was led by Yr4/5/6 leaders and supported through workshops by our school chaplain, Mr Hall. Leaders have been trained to run sessions with junior students to help develop trust, support and communication skills within each group. The Peer Support program runs fortnightly from Term 2.
- School Leaders participated in the GRIP Leadership Conference with Valley 10 CoS.
- Student Parliament met fortnightly to discuss issues affecting our school. They coordinated events like Crazy Cricket.
- Students are encouraged to accept leadership roles within the school. Speeches are written and presented for both school and sports captains.
- Justin was our school representative at the Macleay / Rotary Citizenship Awards.
- All students participated in school Anzac and Remembrance Day commemorations. Many students also marched in local services.
- Through the School Chaplaincy Program (NSCP), David Hall offered support to students, families and staff.
- Silver, Gold, Platinum and STAR students are recognised at special ceremonies.
- Students displayed citizenship towards others by raising awareness of various charity events eg: Jump Rope for Heart, Australia's Biggest Morning Tea and Dolphin Day.
- As a regular routine, we hold an assembly where all students and community members participate by recognising the Australian and Aboriginal Flag, National Anthem and Acknowledgement of Country.
- We raised issues pertinent to our community by participating in Walk and Ride Safely to School, Clean Up Australia and Tree Day. We also learnt about community and global issues in other countries.
- Students participated in workshops from the Police School Liaison Officer and local Rural Fire Brigade linking issues in our wider community with school.
- Scripture lessons are supported by volunteers where values education is reinforced.

## Environmental Education

We raised environmental awareness and conservation issues in a quest to help create a sustainable future.

- Our Youth Environmental Council (YEC) promoted environmental issues and sustainability. On a school level they worked alongside the Green Team with continued vigour in recycling practices and coordinated events like World Environment Day and Earth Hour.
- Individual students led a Recycling and Rubbish program throughout the whole school taking action against the environmental issue of pollution. The groups, Rubbish and Recycling Patrol (RARP), took control of the issue and promoted recycling practices and rubbish collection with other students.
- 'Green Team' was led by School Learning Support Officers. Students planted vegetable garden beds, used compost to improve the soil and cooked food using fresh local produce.
- We supported events like Land Care, National Tree Day and Clean Up Australia Day.
- Students were involved in environmental workshops by both presenters at school and video conferences.
- 'Kids in the Kitchen' continued as a whole school initiative to provide students with ideas for cooking healthy, nutritious meals.
- We participated Fruit and Veg Week and Nude Food Day, promoting low waste lunches to reduce the amount of waste and landfill.
- Our students participated in 'Earth Hour' with lessons on saving power, continued composting, and recycling to promote sustainability.