

# Alstonville Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Alstonville Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Relieving Principal

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## School background

### School vision statement

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

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

### School context

Alstonville Public School has an enrolment of 520 students, including 6% Aboriginal students. The school has 21 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, dance and sport. Student leadership is promoted through active involvement in Student Parliament.

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

2017 was the final year of implementation of the 2015–17 school planning cycle. Throughout the year many opportunities for self-reflection and analysis of the impact of strategic directions occurred including staff, students and parents in the process. The self assessment of the school against the School Excellence Framework indicated that Alstonville Public School was achieving in the domains of learning as excelling, teaching as sustaining and growing and leading as excelling.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Future Focused Learning

#### Purpose

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

#### Overall summary of progress

2017 saw the adoption of Project Based Learning (PBL) pedagogy and STEM integrated curriculum in all K–4 classes, following the 2016 lead group of Year 5 and 6 classes. Teachers collaboratively plan units of learning that are relevant to their students, integrated and linked to curriculum documents. Alstonville Public School was selected by NSW Department of Education as a Primary STEM Action school, mentoring 12 primary schools in the implementation of STEM curriculum. Mentoring occurred by providing professional learning, classroom observations, discussions with students and teachers, and by students sharing their learning at learning conventions. Whole school STEM and PBL learning was shared at a state level at Primary STEM Action School conference and the 2017 Rural and Remote conference. The school continued to lead learning in PBL and STEM for visiting teachers from New Zealand, Connected Communities schools and primary and secondary schools throughout the Tamworth operational directorate. Teachers, students and parents have demonstrated a greater understanding of pedagogical change and the positive impact this has had on student agency, collaborative skills and learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Growth in student outcomes using criteria based assessments and process driven rubrics.</li><li>• Students engagement in learning, measured through Tell Them from Me surveys.</li><li>• Students can articulate what Project Based Learning is.</li><li>• Students can articulate their learning goals.</li><li>• Students can self and peer evaluate and reflect on their learning.</li><li>• Students can develop a design brief.</li><li>• Students demonstrate 21st Century Fluencies.</li><li>• Students have a conceptual framework of how a team works.</li></ul>	Teacher professional learning during whole school Monday and Tuesday stage group collaboration sessions has provided a regular focus on learning to support teacher practice in the classroom. STEM Mentor School Grant. Professional learning focused on STEM and PBL unit design, delivery and assessment.	Students interviewed to discuss their learning in PBL, showed improved understanding of framework and engagement in learning. Learning walks to see PBL pedagogy in practice demonstrated student engagement and agency in learning improved K–6. Year 6 students who are in their second year of PBL learning are showing a high level of agency in their learning which has supported deeper content understanding and skill acquisition. STEM mentor teachers have shown an increase in ability and confidence to lead professional learning at a school and regional level. STEM mentee schools provided positive feedback on professional learning day and ongoing collaboration across schools. Parents have developed knowledge of Student Led Conferences (SLC) and engaged in the process. Feedback showed that parents felt students were developing a greater ownership of their learning. Students in Year 6, their second year of SLCs showed a great improvement in leading their SLC and being able to discuss their learning, both achievement and areas of development with their parents and teachers. Students K–4 engaged in the process and have begun to develop these skills.

#### Next Steps

PBL pedagogy and STEM integrated curriculum are embedded in learning at Alstonville Public School, with processes to ensure that new staff are provided professional learning to support transition to the school. All staff continue to receive support and guidance in PBL pedagogy by executive teachers, targeting feedback and critique. Embedding Visible Thinking Routines (Project Zero, Harvard) into PBL learning will provide scaffolds for teachers and students to use in their learning to go deeper into their thinking of concepts and understanding.

## Strategic Direction 2

### Wellbeing of Students and Staff

#### Purpose

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

#### Overall summary of progress

Students have shown an increase in student engagement in learning. This is evidenced through collection of behavioural data which showed a decrease in occurrences of negative behaviour incidents during learning time. Student well being was supported through the Learning and Support Team leader providing differentiated support to teachers, students and parents through avenues such as: attendance at stakeholder meetings, completing access requests, liaising with external agencies and district DoE staff. Positive Behaviour for Learning team used school data to drive student learning and provide targeted support for students in the top percentile. Staff well being was supported with the revision of staff charter, peer support buddies, and workplace acknowledgement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Point in time measure of student engagement (Tell Them from Me survey).</li><li>• Increase in positive recognition that students and staff receive.</li><li>• Analyse EBS4 behaviour data to see an increase of positive behaviours across all settings.</li><li>• Random sample of 10% of parents questioned about the effectiveness of the wellbeing program.</li></ul>	See key initiative funding resources on next page.	The Parliament leader and School Prime Ministers collaboratively developed the student leadership policy to ensure student voice. Student Tell Them from Me data showed that student belonging across grades 4–6 could be further enhanced. Student leadership roles and responsibility will be equally distributed across the Student Parliament. Year 5 & 6 students will participate in leadership camps in 2018. Evaluative sessions with staff and student parliament found in the classes engaged in Mind Up curriculum, teachers report that fewer students reporting anxiety or stress in the school environment, EBS4 data shows an increase in positive behavioural incidents with targeted students, students demonstrate techniques for self management and self control, strategies to re-engage with peers and school, children are able to articulate behavioural actions and thoughts that they can employ to improve their well being. The data shows the use of peer classes has improved contentedness across the school, regular engagement with peer classes has improved interpersonal skills and social-emotional learning. All students K–6 have set learning goals and worked towards achieving these.

#### Next Steps

Following a two year trial, staff and students evaluated the impact of the staff and class charters on well being, communication and relationships. Data showed that the charters did not make any tangible impact on wellbeing of staff or students. This process will not continue in 2018. In 2018, the four Assistant Principals will lead student and staff well being across their stage groups. This is achieved through working as instructional leaders, supporting growth in student learning outcomes through differentiation and learning adjustments and behaviour and social skills support. Assistant Principals will deferentially support teachers, students and families, ensuring that all stakeholders are a part of student learning and wellbeing, participation in the decision making process.

## Strategic Direction 3

### Community Engagement

#### Purpose

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

#### Overall summary of progress

2017 saw an increase in number of parents connected to the school via School Stream App and happy with current alerts and access to information. A School Administration Officer was trained in accessible requirements for publishing documents to the school website and through online communication. An increase in community engagement in student learning by parents, high school teachers and students, community members, business owners, and community groups leading and supporting student learning as experts in Project Based Learning units. With the introduction of learning conventions to celebrate student learning each term, the school has seen over a 100% increase in parent engagement in learning celebrations. This has had positive impact on student learning by providing an authentic audience for students to share the product and process of their learning. Student learning and achievement is presented to parents via student led conferences. In 2017 all students K–6 were involved in this method of discussing learning. Feedback from all stakeholders was positive. Year 6 students completed their second year of student led conferences showed improvement in their ability to discuss their learning on a deep level and to articulate their strengths and areas for improvement. Students and teachers share their learning with educators locally, nationally and globally, through teacher visits to Alstonville Public School to learn about Project Based Learning pedagogy and STEM integrated curriculum. Our students and teachers are influencing change occurring in classrooms far removed from our school, participating in a global education community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 50% increased number of interested community organisations providing a wide range of expertise to the school.</li><li>• 100% of community members have the opportunity to be electronically engaged in school priorities and student learning.</li><li>• Data indicates students are electronically connected to an increasing number of community activities, representing the school as student leaders or as participants.</li><li>• Feedback from parents indicates improved support for the school.</li></ul>	School Administration Officer employed 1 day per week to manage school communications via School Stream, Flexi-Schools, School Interview Apps, school newsletter to include videos of student learning.	All classes K–6 have engaged external experts to support student learning across all KLAs. Enhanced links with Alstonville High School, local community groups, business, Southern Cross University and parents. Average attendance of parents at culmination events and learning expos has shown a greater than 300 parents and community members on site on each occasion. Parents report a greater engagement with their child's learning through PBL at home and a greater understanding of their child's learning. Feedback received from parents indicate that student led conferences demonstrated the children understand and can articulate their learning intentions, discuss their progress and future goals. Canteen data shows an increase in online orders, reduction in waste and improved time efficiency through the use of FlexiSchools online canteen ordering.

#### Next Steps

Following an internal review of the School Stream App, the school decided to change communication applications to FlexiBuzz, starting in 2018 to allow for a smoother and easier to access platform. The new communication application, FlexiBuzz will be in use in 2018, with School Stream ceasing at this time. Parents and community members have been notified of the change and how to access the new application. SAO will continue 1 day per week in the role of communication officer. Learning conventions will continue each term to allow students to share their learning with parents and community members. Student led conferences will occur in all year levels, building on students' ability to discuss their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	NSW AECG Membership • Aboriginal background loading (\$23 911.00)	Students engaged in literacy and numeracy support from SLSOs and LaST teachers, they have shown improvement in skills and understanding. Targeted student/s who received speech therapy have demonstrated a high degree of improvement. NAIDOC celebrations were well organised and provided a whole day of cultural learning for all students.
<b>English language proficiency</b>	SLSO support in classrooms. • English language proficiency (\$1 356.00)	Students supported by SLSO in classrooms developing literacy skills.
<b>Low level adjustment for disability</b>	• Low level adjustment for disability (\$53 883.00)	Students supported by SLSOs engaged in learning in the classroom and through adjusted programs. ASPECT support used in classrooms to provide adjustments for students.
<b>Quality Teaching, Successful Students (QTSS)</b>	• Quality Teaching, Successful Students (QTSS) (\$40 000.00)	The Mathematics lesson study model resulted in teachers having a greater understanding of off stage syllabus requirements, which has supported differentiation in learning. Teachers collaboratively planned balanced numeracy lessons in each stage, looking closely at the spiraling curriculum. Teachers then observed each other teaching and conducted feedback sessions focused on student learning and curriculum. Differentiated support of teachers in all aspects of the profession to support classroom practice was provided by executive.
<b>Socio–economic background</b>	• Socio–economic background (\$60 454.00)	Targeted students K–6 completed literacy programs (pre, mini and multi–lit) with LaST and parental support. Greater access to technological devices in classrooms provided students with differentiated learning tasks and assessments.
<b>Support for beginning teachers</b>	• Support for beginning teachers (\$6 725.00)	Beginning teacher developed understanding of school processes and was supported in teaching role through professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	296	288	297	284
Girls	266	239	243	244

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	94.3	94.9	93
1	94.5	93.3	92.8	93.5
2	94.6	92.9	94.8	92.9
3	94	93.5	93.2	93.6
4	94	93.7	94.4	93.1
5	94.7	94.3	93.1	92.7
6	94.1	94.1	93.1	92.2
All Years	94.3	93.7	93.7	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.18
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning at Alstonville Public School occurs weekly and is valued by all staff. All mandatory training was completed during 2017 as required. Focus areas for professional development included: Positive Behaviour for Learning tier two classroom systems, Mind Up curriculum, Gifted and Talented education, differentiation in Mathematics, working mathematically strategies, STEM curriculum integration, Mini/Multi and Pre Lit training, completing access requests, online NAPLAN training, accessibility training, and Project Based Learning – feedback, self reflection and collaboration in the classroom. Executive teachers completed training in 'consultative decision making' and 'Evaluation Essentials' to support the school plan



review and evaluation process for 2017. Executive teachers completed an online learning module through Harvard University, 'Making Thinking Visible' and two executives attended a 3 day 'Cultures of Thinking' conference in preparation to lead the 2018–20 school plan focus areas. One teacher gained teacher accreditation as proficient. All staff were involved in developing Professional Development Plans and are working towards achieving their goals.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	398,387
<b>Revenue</b>	4,597,906
Appropriation	4,279,188
Sale of Goods and Services	159,955
Grants and Contributions	154,368
Gain and Loss	0
Other Revenue	0
Investment Income	4,394
<b>Expenses</b>	-4,567,643
Recurrent Expenses	-4,567,643
Employee Related	-4,030,981
Operating Expenses	-536,661
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	30,263
<b>Balance Carried Forward</b>	428,650

The school financially manages the budget via regular review, analysis and communication within the finance team which includes the Principal, Business Manager, School Administration Manager and Deputy Principal. Staff leave is monitored daily, with weekly analysis of finance reports, review of projected budget and amendment of budget in BPC tool ensuring that the school is operating efficiently and meeting policy requirements. Quotations for forward planning of school upgrade of teaching resources and equipment is sort prior to allocating the next year's budget.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,533,226
Base Per Capita	82,526
Base Location	5,739
Other Base	3,444,961
<b>Equity Total</b>	259,143
Equity Aboriginal	23,911
Equity Socio economic	60,454
Equity Language	1,356
Equity Disability	173,423
<b>Targeted Total</b>	161,642
<b>Other Total</b>	215,232
<b>Grand Total</b>	4,169,245

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

As part of the final year review for the 2015–17 school plan, the school undertook an evaluation and review process involving students, parents and staff, with a focus on the three strategic directions. The student parliament provided a conduit for student voice throughout this process. Student feedback focused on project based learning and STEM curriculum showed that 99% of students enjoy learning in this student centered manner. Reasons include: 'I love PBL because you get creative and make and learn things first hand. You also get to work with people you don't usually work with. It's fun to experience and find out new things.', 'The projects are very challenging which is good because it encourages us to do well in our learning.', 'I love project based learning, It's so much fun compared to how we used to work. I love problem solving and every time we get a new project I get so excited.' Students reported having greater ownership of their learning, understanding the need for a growth mindset and being able to articulate how to navigate their way through the learning pit to achieve success. General feedback from students stated that they like coming to school each day and they enjoy learning.

The school P&C team have been an active participant in developing knowledge and understanding in the focus areas of the school plan and engaging in regular discussions regarding achievement and school direction. All parents were invited to participate in the Tell Them from Me survey, with 2.5% of parents responding, the school also conducted telephone interviews of a further 7.5% of the parent body to gain feedback from 10% of the parent body. Surveys focused on project based learning (PBL) and STEM curriculum, parent engagement in their child's learning and supporting parent understanding of their child's learning. Parent feedback was positive about their child's engagement in PBL and STEM learning and students' ability to lead their own learning. Parents also commented on the positive impact of collaborative learning and that students are not all given the same grade, and results are based on each individual students' learning and contribution. Parents noticed that students want to continue learning at home and engage their family in projects. Parents appreciate the term overview they receive outlining learning planned, but would like a more in depth outline of expectations of achievement and learning cycles planned for PBL units, so they can better help at home. Parents were asked if they would like to attend parent support workshops provided by the school. The majority of parents surveyed indicated they would like to attend cyber safety sessions. The school proactively responded to this immediately by holding a session at the end of 2017 addressing this need immediately. This was supported through the school newsletter with weekly information about cybersafety to educate and inform parents. Parents also indicated that they would like to attend workshops in how to support their child's mental health and well being and technology as tools for learning. The school plans to schedule support workshops throughout the coming year.

Staff engaged in a 'World Cafe' school plan evaluation session in 2017. Teacher feedback focused on PBL and STEM indicated that teachers understand the pedagogy underpinning changes and that learning should be student centered, purposeful, authentic and inclusive. Teachers indicated that areas to continue to focus on are giving time for feedback, developing collaborative and decision making skills in students and student self assessment capabilities. Teachers reported a growth in student agency of their learning and an excitement about learning, leading each other and self discovering. Teachers actively seek to engage external community links to support student learning and these experiences are valued by students and staff. Teachers reported that through student led conferences and learning conventions parents are more connected with the school and their child's learning. More students have had the opportunity to showcase their learning in comparison to a select few. More parents attend student led conferences as the students are excited to discuss their learning and have a greater sense of ownership.

## Policy requirements

### Aboriginal education

Alstonville Public School implements the Department of Education's Aboriginal Education Policy through targeted programs designed to improve to the educational outcomes of Aboriginal students. Please see the 'Key funding initiative and other school focus areas' for a detailed account of how this has been achieved. Assistant Principals lead teacher collaborative planning of student learning units which includes focus on Aboriginal perspectives and content across all Key learning Areas. The purpose of these programs are to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Following is an outline of some of the ways Aboriginal perspectives and content has been embedded across all classes K–6 throughout 2017.

#### Early Stage 1:

- Families– looking at kinship, on–country grandparent shared knowledge with students
- Homes– different cultures have different home depending on culture, lifestyle and environment
- Farm to plate– how traditional Aboriginal people gathered food compared to farming.

#### Stage 1:

- Belonging– excursion to Dolphin Dreaming, the life and culture of Byron Bay's Aboriginal people
- Indigenous games focus during PDHPE
- Aboriginal dance during Creative Arts, lead by teacher trained in Aboriginal dance
- History of local area and Bundjalung people
- Use of Dust Echos in English units to engage in Aboriginal story telling.

#### Stage 2:

- Indigenous games focus during PDHPE
- History – pre–colonisation, Aboriginal way of being and knowing

- Dance– modern Aboriginal dance using Move it Mob style videos and dance appreciation using Bangarra Dance Company videos.

Stage 3:

- Visual Arts – unit focused on traditional and contemporary Aboriginal artists and their techniques
- History – the effect of colonisation on Indigenous people including: stolen generation, Mabo, 1967 referendum and 1962 voting rights.
- Geography – investigate the culture of Indigenous people and their interaction with the land
- Music – contemporary Indigenous music, analysis and making music.

Whole school NAIDOC celebration included a whole school immersion day, with students completing literacy learning focused on Aboriginal culture, formal assembly led by our Indigenous students and teachers, with a grandparent sharing her story with the school, and finishing with an afternoon of Indigenous games for sport.

### **Multicultural and anti-racism education**

Alstonville Public School has 2 trained Anti–Racism Contact Officers who handle any sensitive issues that may arise in the school. The whole school engaged in Harmony Day, celebrating all cultures and inclusion and students in Years 3 to 6 participated in the Multicultural Public Speaking competition. Each stage level focused on multicultural education through their units of learning as follows:

Early Stage 1: investigated cultural differences in families and housing.

Stage 1: investigated their own family and cultures looking back through generations.

Stage 2: inquiry into cultural diversity across the Northern Rivers, sustainability, tourism and trade across the southern hemisphere and cultural differences.

Stage 3: Global connections– focused on cultural differences throughout the world ending in a multicultural festival including the whole school, parents and community in a learning convention.