The Pocket Public School

Annual Report

2017

2890

Introduction

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

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

Will Glasson

Principal

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School background

School vision statement

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

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

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

School context

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Within the Learning Domain The Pocket Public School continues to self assess at the Sustaining and Growing level. The school has a strong culture of setting high expectations, caring for its students and strong learning alliances to deliver an accessible curriculum. As the school moves forward into 2018 it will focus on lifting the level of attendance to Sustaining and Growing and continue to progress in the Student Performance Measures through alignment with our 2018 – 2020 school plan.

In the Teaching Domain the school is self evaluated at the Sustaining and Growing level. The school has made steady progress in the areas of Feedback and Data Use but will continue to build on these through the 2018 – 2020 School Plan and Milestones.

After the self assessment of the Leading Domain, the school noted a significant drop in School Planning, Implementation and Reporting. For the 2018 – 2020 plan all stakeholders were involved in the creation, including the students, parents, community members and staff. Staff then created the milestones together to ensure clear expectations and learning goals.

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

Curriculum and Learning – Innovative and Inclusive Practices

Purpose

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

Overall summary of progress

L3 successfully embedded in school pedagogy. Success planning incorporated into teacher professional learning.

Collection of data to inform NCCD successfully used to incorporated ILPs for those students with learning needs.

Learning Intentions and Success Criteria trialled in 2017. Incorporate into 2018 – 2020 plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Trained staff implementing TOWN and L3 pedagogies effectively. Effective collection, storage and use of data collected. Students show value added growth across learning areas.		

Next Steps

Moving into the next planning stage, succession planning will be a priority with L3 practice. Visible Learning priority in 2018 – 2020 plan.

Strategic Direction 2

Working Together Literacy– Writing

Purpose

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

Overall summary of progress

Continued CTJ with VoSS schools. Teachers identified "I can" statements for individual students across the VoSS. Staff composed banks of "I can" statements as a shared resource to implemented individual student writing goals. Many students, but not all, are bale to articulate their writing goal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All schools plot student achievement using the writing continuums to establish VOSS baseline data.Staff will create one rubric per stage per term and measure and assess a writing sample.		

Next Steps

Refine CTJ processes in school. Continue to use VoSS writing assessment to establish baseline data. In 2018 – 2020 plan all children to be able to articulate their writing goal by end of Term 1 2018.

Strategic Direction 3

Building Leadership Capacity

Purpose

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

Overall summary of progress

Visible Learning implemented a structured plan to incorporate Learning Intentions and Success Criteria into writing lessons. Some schools went beyond the writing strand. This enabled students to understand what they were trying to achieve in each lesson and know how they would be successful.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the 4 VOSS project portfolios. Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.		

Next Steps

Visible Learning will continue to be a focus for 2018 – 2020. The Pocket school will move this project into our school based direction with a focus on improving Learning Intention and Success Criteria as well as feedback.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio–economic background		

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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	23	28	30
Girls	30	26	30	30

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	94.7	96.1	86.8
1	97.6	92	82	90.1
2	93.2	93.4	92.3	91
3	95.3	90.3	96.2	92.6
4	93.7	91.3	94.8	94.8
5	95.9	94.4	89.6	90.5
6	92	92.9	89.3	87.7
All Years	94	92.4	90.9	90
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

Management of non-attendance

Attendance rates are monitored every two weeks at a school level. Each classroom monitors day to day attendance in accordance with the attendance policy. Parents are contacted via phone or in writing to justify or explain absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

*Full Time Equivalent

The school has one Aboriginal staff member. The school has close ties with local Aboriginal elders.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

A variety of TPL took place in 2017. Our TPL was aligned with our directions and across our VOSS. School based TPL was run every fortnight also.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:
- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Receipts	$
Balance brought forward	**69,404**
Global funds	118,056
Tied funds	98,772
School & community sources	31,422
Interest	808
Trust receipts	1,302
Canteen	0
Total Receipts	250,360
Payments	
Teaching & learning	
Key Learning Areas	15,386
Excursions	11,981
Extracurricular dissections	37,629
Library	803
Training & Development	2,280
Tied Funds Payments	70,490
Short Term Relief	3,063
Administration & Office	35,098
Canteen Payments	0
Utilities	9,333
Maintenance	2,978
Trust Payments	5,067
Capital Programs	0
Total Payments	194,106
Balance carried forward	**125,658**

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.

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

	2017 **Actual** ($)
Opening Balance	0
Revenue	146,840
Appropriation	125,658
Sale of Goods and Services	749
Grants and Contributions	13,070
Gain and Loss	0
Other Revenue	7,283
Investment Income	80
Expenses	-70,161
Recurrent Expenses	-70,161
Employee Related	-53,536
Operating Expenses	-16,625
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	76,679
Balance Carried Forward	76,679

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:
- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	588,372
Base Per Capita	8,864
Base Location	3,003
Other Base	576,505
Equity Total	31,207
Equity Aboriginal	5,678
Equity Socio economic	9,484
Equity Language	925
Equity Disability	15,121
Targeted Total	17,620
Other Total	4,171
Grand Total	641,370

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 Pocket School year 3 literacy results show, on a school analysis of year 3 children, above state results across all areas of literacy. Year 5 literacy results show above NSW DoE in spelling in reading. Writing and Grammar and Punctuation appear to be an area of need although trend data in writing shows an upward trend. Our Year 7 data shows well above state results for all areas of literacy.

Year 3 Numeracy results are above state average. Year 5 Numeracy results show a positive trend towards the state average. While Year 7 data indicates the cohort achieving above NSW DoE average.

The school had no Aboriginal students sit NAPLAN. Aboriginal students enrolled at the school in 2017 were supported with learning plans and in class support.

Parent/caregiver, student, teacher satisfaction

The collection of evidence at the end of 2017 showed a high level of interest in the school directions.

80% of the student cohort were surveyed regarding their opinions on our school. All 80% stated that the school had implemented changes that they had voiced their opinions and were happy with our writing focus on Seven Steps.. seven children of those surveyed stated they did not want to continue with our mindfulness program.

Parents were asked to give feedback regarding current priority areas. No parents could identify ways to make our school a better learning environment apart from improved physical infrastructure. The P & C stated that they were satisfied with the school, it's learning priorities and the programs that are offered.

Teachers were satisfied with ongoing school priorities. They outlined a need to stream line several school based processes.

Policy requirements

Aboriginal education

Indigenous culture is embedded across al areas of the curriculum.

Aboriginal children's learning needs were identified and PLPs put in place through the inclusion of goals from the parents and children. An SLSO was employed to support the learning of Aboriginal children in the K/1 room. Out side agencies were also aligned to support the learning and health needs of Aboriginal children at The Pocket School.

Multicultural and anti-racism education

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