

Stokers Siding Public School

Annual Report



2017



3112

Introduction

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

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

Cherie King

Principal

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School background

School vision statement

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

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

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

School context

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

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

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

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

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

Our Motto:

Strive to Achieve

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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.

In the Learning domain, all teaching staff understand that student engagement and learning are directly related. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. The school consistently implements a whole-school approach to wellbeing, which has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident providing students with opportunities to connect, succeed and thrive. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices. Student reports contain detailed information about individual student achievement and areas for growth, which provide the basis for discussion with parents. The school has continued to use the Positive Behaviour for Learning model to explicitly teach students expectations in a variety of school settings such as the classroom, playground and canteen. With the support of the PBL Coach and parent representatives we have a matrix that enables transparency, equity, acceptance of responsibility as well as recognising and celebrating success. We continue to use data and ongoing assessment strategies to monitor, track and report on student and school performance.

The domain of Teaching has been a focus this year with the school working collaboratively with the S8 schools to

improve and enhance classroom practice. Our major focus has been effective classroom practice. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. Teachers regularly conference with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers incorporate data analysis in their planning of teaching programs. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership and teachers collaborate within and across schools, sharing best practice through lesson study observations and professional dialogue. This year we continued to focus on STEM/PBL through our involvement in the State STEM Action School project. The project had a huge impact on the majority of teachers and leaders within our S8 CoS and beyond. It has provided pathways for students, staff and community to develop a deeper understanding of STEM/PBL and develop a variety of skills to adapt to the changing world. The project has increased teachers understanding of STEM/PBL, student engagement and greatly enhanced their collaboration and teamwork skills. As a result students have demonstrated skills in problem solving, critical, design, higher order and creative thinking by applying taught strategies and work collaboratively to solve authentic real life problems. Other professional learning activities have been aligned with the School Plan. Individual teacher needs were identified in their Performance and Development Plan.

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

Our self-assessment process will assist the school to refine 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

Develop Strong Foundations in Curriculum and Assessment.

Purpose

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

Overall summary of progress

In 2017 the school has achieved strong foundations in curriculum and assessment with a collegial approach across the S8 network of schools. The S8 CoS has engaged in professional learning at 4 staff development days, each of which had a curriculum component.

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

As such the S8 team can report that;

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% increase of all students achieving appropriate cluster levels in PLAN.	\$1000 (L3 Training)	PLAN data indicates all students have demonstrated improvement in Literacy and Numeracy in all cluster levels.
100% of Aboriginal students are represented at or above National Minimum Standards in all areas of Literacy and Numeracy.	\$2000 (Aboriginal Loading teacher intervention) \$1500 (SLSO support)	2017 NAPLAN results indicate 50% of our Indigenous students are represented at or above National Minimum Standards in all areas of Literacy and Numeracy.
100% of teaching and learning programs and practices show professional growth as evidenced through Performance and Development Framework conferences	\$500	100% of teaching and learning programs and pedagogy demonstrate professional growth. Through regular collaborative and supportive professional dialogue all teaching staff indicated they received support in setting and achieving meaningful and appropriate professional goals. All staff participated in professional learning activities that; supported the achievement of established performance goals, further developed knowledge, skills and capabilities, built on existing strengths and supported career aspirations.

Next Steps

- Staff will follow the collaboratively developed KLA scope and sequence, to enable greater opportunity for teachers to collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.
- Staff will work alongside Stage Leaders and the Curriculum Coordinator to actively evaluate, share and discuss learning from targeted professional development with other staff in their school and CoS to improve whole school practice.
- Staff will continue to work alongside students to discuss learning and provide feedback to inform of 'where to next' for students. Staff will utilise the learning progressions with students to track and monitor their own progress and achievements.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

Our continued school and CoS wide focus on future focussed learning has enabled us to achieve significant progress in this strategic direction for both students and staff. Through our participation in the Regional STEM Initiative and being a STEM Action School Project School the CoS Future Focussed team was able to provide high quality and substantial professional learning for our staff as well as key staff members of nine primary schools from around the State. As a result we have;

- Increased an awareness of the value of STEM education across our S8 schools and nine mentee Primary schools
- Provided pathways for students, staff and community to develop deep understanding and a variety of skills to adapt to their changing world.
- Increased teacher capacity by encouraging design thinking pedagogy and increase STEM teaching quality.
- Increased student STEM ability, engagement and participation.
- Empowered staff to utilise a range of STEM and project based learning resources such as Robotics, Scratch and different web applications.
- Increased teacher capacity to program in STEM and Project Based Learning settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School wide, teaching and learning and homework programs incorporate learning experiences that promote opportunities for students to become active, global citizens now and also into the future.	\$18000 (STEM Grant)	100% of teaching staff participated in professional learning to build capacity and deepen understanding of project based learning (PBL) and STEM. As a result 100% teaching staff indicated they had a greater understanding of PBL and STEM and were integrating future focussed skills into their classroom practice. All students K-6 participated in curriculum learning activities which were inter-disciplinary, integrated and project based. As a result all students participated in project based learning activities.
100% of teaching staff participate in lesson study observations and walk throughs.	\$1000	Staff participated in collaboratively planning and lesson development with a History / Science and Geography focus. Stage 2 developed a Scope and Sequence to be implemented across the CoS. Teaching and learning programs reflect a change of pedagogy, a deeper understanding of syllabus content and greater reflective practice.

Next Steps

- STEM and Project Based Learning will continue to be a significant focus in 2018. All S8 schools have indicated a commitment to continuing to provide professional learning for staff and opportunities for students to share, collaborate and showcase their learning through combined units of work and interschool presentations.
- The S8 Future Focussed team will continue involvement in both the State and Regional Initiatives.
- The S8 Future Focussed team will provide ongoing mentoring, support and professional learning for our nine mentee primary schools as part of the STEM Action Schools project.
- Continue to implement robotics and coding.

- Implement and monitor whole school application of problem based learning pedagogy through evidence based reporting.
- Design and implement a school based STEM initiative in Terms 2 and 3.



Strategic Direction 3

Strengthen Teaching and Leadership Capacity.

Purpose

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

Overall summary of progress

This year the S8 strategic teams have met face to face, via Adobe connect sessions and Video conferences to plan and collaborate on units of work and to engage in professional learning sessions. To support, foster and provide leadership opportunities within the S8 CoS, the leadership team maintained the Stage Leader positions to drive teaching and learning within their stage. The model has continued to be highly successful with teaching staff indicating greater cohesion amongst the CoS stages and increased opportunities for authentic collaboration and consistent teacher judgement. Professional learning for the Principal occurred this year, which involved participation in six full days of professional learning in the Art of Leadership course. The course was extremely comprehensive and enabled the principal to implement effective changes in practice and systems to enhance the school environment and positively influence effective teaching and learning.

Progress towards achieving improvement measures

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

Next Steps

- Stage leadership positions will continue in 2018, however the role will be a K–2 leader and a 3–6 leader. Leaders will participate in mentoring opportunities with a Principal from within the CoS.
- A curriculum Co–ordinator will be appointed 1 day per week to lead the S8 CoS in PL, provide evidenced based research to guide teaching and learning and tailor PL for individual teacher and schools.
- Engage all staff in data collection and tracking to measure teaching impact and strengthen planning for future student growth.
- Provide ongoing opportunities for teaching staff to engage in collaboration, observation and professional sharing.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5000 SLSO \$1500 PL and teacher release \$4194 Teacher	Through collaboration with students, parents and teachers, 100% of our Indigenous students had a PLP reflecting the goals for the child. As a result of the regular communication and consultation between all stakeholders, all students demonstrated improvement in Literacy, Numeracy and personal goal areas. Effective learning and support was provided for a number of students requiring intervention.
English language proficiency	\$1000 teacher release \$1959 teacher	Teachers were able to cater for the needs of EAL/D students through the delivery of differentiated curriculum across all subjects. Students language proficiency was regularly assessed.
Low level adjustment for disability	\$3000 SLSO \$8000 teacher \$1500 teacher and SLSO PL	Data indicates an increase in students learning outcomes in Literacy and Numeracy. Individual students have received specialised support for academic, social and emotional needs. Greater number of students with additional learning needs received 1 to 1 or small group support.
Socio-economic background	\$3000 PL \$3000 teacher release \$900 financial subsidies \$12000 teacher \$2000 Reading resources to support L3 implementation \$3000 Nature Explorers PL & program	Professional learning and the teaching strategies of L3 has had great impact on student growth in literacy as evidenced in PLAN data. Increased number of students accessing a greater range of activities due to financial support and subsidies. All staff participated in Positive Behaviour for Learning professional learning. All staff participated in Nature Explorers PL program to enhance student wellbeing, connectedness and environmental education.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	28	28	23	17
Girls	29	25	22	17

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	96.7	92.6	94.1
1	92.1	91.2	92.3	95.2
2	96.1	90.1	94.6	90.4
3	92.4	95.2	92.5	89.6
4	94.1	88.5	88.8	88.7
5	92.3	91.5	89.7	92.2
6	89.5	88.5	90.9	84.6
All Years	93	91.4	91.8	90.1
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

Staff are informed of their responsibilities related to student attendance and principal articulates the expectations and responsibilities of every classroom teacher with regards to monitoring and following up on any absences.

The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance e.g. newsletter excerpt, link to the Department of Education's School Attendance Policy, link to 'compulsory school attendance'.

Records of contact with parents where an absence is unexplained are maintained e.g. de identified log of

letters sent home to parents and carers.

Students with attendance patterns of concern are supported locally at the school in consultation with parents, for example, through the Learning & Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1
Other Positions	0

*Full Time Equivalent

SSPS does not have any 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	20

Professional learning and teacher accreditation

Every fortnight staff participate in professional learning based on identified areas of need for both individuals, teams and the community of school stages. Teaching staff engaged with the Curriculum and Learning Support Advisor to learn about and deepen understanding of the Geography syllabus and its implementation. Two members of staff along with the

other S8 Cos Future Focussed Team, attended a two day STEM conference in Sydney as part of the STEM Action schools project. As members of the STEM Action Schools project the S8 Future Focussed Team mentored 9 schools from across the State in STEM implementation and led full day professional learning session for the mentee schools. Nine members of the Future Focused S8 CoS met once per term to discuss STEM and project based learning implementation and to develop combined units of work. All staff members engaged in PL for the Positive Behaviour for Learning (PBL) program at school level.

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.

Receipts	\$
Balance brought forward	39,225
Global funds	85,845
Tied funds	97,629
School & community sources	5,251
Interest	528
Trust receipts	27
Canteen	0
Total Receipts	189,280
Payments	
Teaching & learning	
Key Learning Areas	13,041
Excursions	1,917
Extracurricular dissections	3,299
Library	773
Training & Development	2,698
Tied Funds Payments	63,218
Short Term Relief	4,685
Administration & Office	35,674
Canteen Payments	0
Utilities	7,678
Maintenance	8,954
Trust Payments	-2
Capital Programs	0
Total Payments	141,935
Balance carried forward	86,570

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	103,319
Appropriation	93,475
Sale of Goods and Services	329
Grants and Contributions	9,485
Gain and Loss	0
Other Revenue	0
Investment Income	29
Expenses	-62,572
Recurrent Expenses	-62,572
Employee Related	-40,297
Operating Expenses	-22,275
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,747
Balance Carried Forward	40,747

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.

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	430,199
Base Per Capita	6,877
Base Location	2,672
Other Base	420,649
Equity Total	52,981
Equity Aboriginal	10,694
Equity Socio economic	24,153
Equity Language	2,959
Equity Disability	15,175
Targeted Total	10,210
Other Total	3,562
Grand Total	496,951

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 data was analysed by staff and used to drive future teaching and learning experiences for all students. .

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.

To support the Premiers Priorities and: Improving education results and the State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands the school has ensured the effective targeting and management of all resources to support teaching and learning, Aboriginal families and community members are actively engaged in the school and ensured attendance rates for Aboriginal students are equal to the state average.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, the school sought the opinions of parents, students and teachers about communication and engagement. Their responses are presented below;

- Majority of respondents felt the range of communication tools were excellent or very good.
- 100% of respondents indicated they had adequate opportunity to communicate with their child's class teacher.
- Majority of students indicated they had adequate opportunity to contribute to school programs and activities.
- Majority of students indicated they felt had some control over their learning through STEM and PBL.
- 100% of teachers indicated the school implements a range of communication channels to keep parents and the community members informed about events and activities.

Policy requirements

Aboriginal education

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

This year the Principal engaged in the Connecting to Country professional learning program. delivered by the local Aboriginal Education Consultative Group. The two day course enabled opportunity to learn about local Aboriginal Culture, history and social experience. The Principal also attained a culturally informed awareness of the cultural geography of their local school precinct and more broadly their school's region and encounter first hand the concept and meaning of country from an Aboriginal cultural standpoint.

All students and staff participated in the Dolphin Dreaming school excursion at Cape Byron State Conservation Area, focusing on HSIE. Through story, dance and creative expression, A local Arakwal Aboriginal woman and guide presented the life and culture of Byron Bay's Aboriginal people.

Multicultural and anti-racism education

In 2017 the school maintained its focus on Multicultural education with opportunities for children to learn about cultures other than their own, through well-developed teaching and learning programs. Harmony Day was held in Term One and gave an opportunity for the school and wider community to celebrate Australia's cultural diversity. Across the year, the students studied the intriguing and wonderful traditions of other cultures, such as our Indonesian neighbour, Bali.