

Stratford Public School

Annual Report



2017



3119

Introduction

The Annual Report for 2017 is provided to the community of Stratford 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.

Amy Hughes

Principal

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Message from the Principal

Stratford Public School operates under the banner 'Forever Progressing Onwards'. As a school we are always aiming to achieve our academic best, moving forward and making a difference in the lives of all of our students.

I am very proud of the achievement of all of the students and the ongoing success of the programs and strategies being implemented by the school to create high quality learning experiences for all.

The staff at Stratford Public school are experienced, talented and committed to providing quality educational programs which meet the diverse learning needs of all students as well as developing the talents of each individual child. All staff members are active in pursuing professional development which aligns with the schools plan and priorities.

The school provides a range of opportunities to explore and extend learning experiences in a happy, safe and supportive learning environment so that all students can achieve a variety of academic, sporting, cultural and social activities.

Stratford Public School prides itself on the friendly, family atmosphere that has developed within our school community. I would like to thank our amazing staff and our P&C for their continued commitment to supporting the school.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievement and areas of development.

School background

School vision statement

Stratford Public School takes pride in providing a positive, inclusive, safe and inspired learning environment for all students.

Through reflective and collaborative practices our school promotes a sense of community and ensures that all students are provided with opportunities to engage in skills which will enable them to achieve personal success by becoming creative, innovative and resourceful learners.

School context

Stratford Public School is a small rural school situated in the village of Stratford, 13 kms south of Gloucester. The school employs experienced, professional and caring staff who provide excellent educational programs for all students.

The school is well resourced with interactive whiteboards in all classrooms and a connected learning centre in one of the classrooms.

The small class sizes allow teachers to devote more time and attention to individual students and give students greater access to resources. The ongoing professional learning of teachers ensures all students are engaged in quality learning programs.

Stratford Public School enjoys support from both the parents and wider community. The staff endeavours to provide students with a wide range of academic and cultural experiences. The school's population draws from the villages of Wards River, Craven and Stratford as well as the rural areas in between.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Self-Assessment and School Achievement for Annual School Plan

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 of the School Plan 2015–2017 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.

Schools across the Southern Teaching Principal Collegial Leadership Network (CLN) implemented various joint projects incorporated into our School Plans 2015–2017 and begun to collaboratively plan and develop projects for our School Plans 2018–2020. Our collective staff have discussed the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. Time was dedicated to evaluating the current three year planning cycle 2015–2017 to determine the elements of the School Excellence Framework that this plan most strongly addressed. This has helped to lead the planning for the next three year cycle.

School Excellence Framework – Learning

In the domain of Learning our projects have been primarily focused on Learning Culture Curriculum and Assessment. All major projects addressed these areas. The focus of our programs across this domain was the development of technology skills in staff and students and implementation of the New South Wales (NESA) Science, History and Geography Syllabuses.

In our self-assessment process we looked at a range of evidence to support our judgements in the effectiveness of the e-Learning program in building staff capacity and upskilling students in the use of quality programs/apps within the classroom. The evidence clearly shows that the e-Learning program has strongly embedded the use of Information and Communications Technology (ICT) within teaching and learning programs. The e-Learning program has built staff capacity and provided students with quality teaching and learning opportunities.

In the area of Curriculum and Assessment, students have engaged with the New South Wales for the Australian

Curriculum (NESA) Science, History and Geography Syllabuses. The units of work that were established and made available have created homogeneous teaching and learning programs which allow for consistency and quality implementation of the curriculum across schools.

School Excellence Framework – Teaching

In the domain of Teaching our projects have been primarily focused on Effective Classroom Practice, Professional Standards and Learning and Development.

In the areas of Effective Classroom Practice and Professional Standards the E–Learning and the Science, History and Geography Syllabus projects have focused on developing effective lessons, using both teacher and student feedback and evaluating the created teaching programs. The impacts of these projects includes increased evidence of inquiry based learning in classrooms, improved practice and enhanced teacher engagement with the process of implementing the new syllabuses.

In the area of Learning and Development, a Professional Learning Coordinator was engaged to establish cohesive learning programs and opportunities across the Southern Teaching Principals Collegial Leaders Network (CLN) and to support, plan, implement and monitor the professional development of staff. Teacher participation in professional learning sessions, development of units to support the new syllabus implementation, classroom observations and in–school support provided by the Professional Learning Coordinator (PLC) have resulted in the implementation of the Science, History and Geography Syllabus for the Australian Curriculum and improved pedagogy with teachers actively engaging in their own professional learning.

School Excellence Framework – Leading

In the domain of Leading our projects have been primarily focused on Educational Leadership, School Planning and School Resources.

In the area of Educational Leaderships our projects have afforded opportunities for leadership experience to all interested staff. The position of Professional Learning Coordinator (PLC) was advertised as an expression of interest across all schools. As part of the Science, History and Geography Syllabus implementation project staff were given the opportunity to form a curriculum committee to develop resources and deliver professional learning to colleagues proactively seeking to improve their knowledge and skills within these areas.

In the areas of School Planning and School Resources the implementation of the joint projects, as outlined in the School Plan 2015–2017, across all schools within the Southern Teaching Principals Collegial Leaders Network has meant that management of school resources has been maximised effectively and used to enhance the delivery of these projects. The developed role of the Professional Learning Coordinator and shared development of resources for both the e–Learning and Syllabus projects has resulted in an efficient use of resources to address and implement the school plan.

Our self–assessment process has assisted in the evaluation of the School Plan 2015–2017 and will be used to develop and refine our School Plan 2018–2020, leading to further improvements in the delivery of education to our students.

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

Inspired Learners

Purpose

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

Overall summary of progress

All students K–6 have engaged in Science, History and Geography units and show an understanding of concepts being taught. Students have been applying learnt ICT skills in a variety of learning tasks across KLA's. Student progress has been monitored on a regular basis using PLAN and school data wall through assessment and teacher observation, highlighting an increase in student engagement and outcomes in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
E–Learning and ICT Students engaged in e–Learning program and are able to apply learnt skills in other KLA's demonstrating an increased understanding and confidence in using ICT. (Work samples, assessment and teacher observation)	No funds were expended.	Improved student outcomes and increased engagement is evidenced through student work samples, assessments and teacher observations, PLAN, school data wall, SeeSaw and photographs.
Early Action for Success Improved student learning outcomes (PLAN, data wall).	Release time for LaST to assess and update data	All student K–6 show growth across the continuums. All students K–3 show improvements in reading according to reading level data.
Syllabus Implementation Students engaging in the units being taught and show an understanding of concepts being taught. (Student work samples, assessments and ongoing teacher observations.)	No funds were expended	All students K–6 were actively engaged in all new NSW syllabus as demonstrated through work samples, assessment tasks, SeeSaw etc.

Next Steps

Continue to implement Science, History and Geography units of work and adjust as needed. All teachers should be implementing new technology skills into their own teaching practices and all students should continue to apply ICT in learning tasks.

Strategic Direction 2

Excellence in Teaching

Purpose

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and being implemented.

Overall summary of progress

Staff were supported throughout the year by the Professional Learning Co-ordinator and the Instructional Leader through ongoing mentoring and support to ensure quality teaching practices were evident. Teachers became confident in collecting and monitoring student data and progress in literacy and numeracy and tracking this on PLAN and school based data wall as a means of driving future planning. Staff have gained confidence in working collaboratively with other staff members as a means of building capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning Coordinator PLC supports CLN schools in planning, implementing and monitoring of programs. Curriculum and assessment rubrics developed and implemented. (Google Docs, student work samples, student assessment, teaching and learning programs and surveys)	No funds were expended in 2017 as the PLC was funded by Director contributions from 2016.	Curriculum and assessment rubrics developed and implemented. (Google Docs, student work samples, student assessment, teaching and learning programs and surveys)
Syllabus Implementation All staff have engaged in professional learning to support the implementation of the new NSW syllabus	No funds were expended	All staff are now engaged with and are implementing the new NSW syllabus across the school.
Early Action For Success EAfS Instructional Leader provides in class support for teachers in literacy and numeracy. Staff have regularly monitored and collected data on student achievement in literacy and numeracy and have plotted on PLAN and data wall.. (photographs, data wall, PLAN)	No funds were expended.	Data wall demonstrates student growth across the continuums.

Next Steps

Over the next 3 year cycle there will be a focus on targeted professional learning. Staff will engage in the most effective, current and researched based professional learning in literacy and numeracy to equip them with the expert skills in planning, programming and implementing writing, L3 and TEN.

Strategic Direction 3

Engaged Community

Purpose

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

Overall summary of progress

Partnerships have been strengthened with a focus on reciprocated and respectful communication and collaboration between all stakeholders to support student learning and build staff capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Coming Together for Our Students Increased parent understanding and involvement regarding school business to help guide future planning. (Surveys, sign on book, informal discussions, P&C).	No funds were expended.	Majority of parents are active and regular users of SeeSaw. 80% of parent satisfaction surveys were returned in 2017.
CLN Shared milestone, shared goals and projects have been achieved by active involvement of the CLN group. (Google Docs, PLC)	No funds were expended.	All resources were shared including the PLC and all units of work, surveys, data and evaluations were uploaded to Google Drive.

Next Steps

The CLN schools will continue to work collaboratively over the next three year planning cycle on a shared project which will support the concept of future focussed learning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,027.00	Explicit and targeted teaching and learning across all KLA's. Aboriginal perspectives were evident in all KLA's PLP's were negotiated, monitored and reviewed for identified students
Low level adjustment for disability	\$11,106.00	PLP's updated and/or created for identified students. Students were displaying growth as evidenced by PLAN data, NAPLAN data and teacher observation
Socio-economic background	\$40,821.00	Consistent academic growth for all students as evidenced through teacher observation PLAN and continuum and NAPLAN data
Funding Support	\$27,410.00	Student reached all negotiated goals outlined in PLP.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	9	12	10
Girls	10	4	4	5

Stratford Public School had 15 K–6 enrolments in 2017. This was made up of 10 boys and 4 girls. Of these students there are 10 separate families.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	84.9	84.9	75.3
1	98	87.9	91.2	
2		93.1	95.2	91.8
3	98.5		93.3	87.1
4		92.3	84.9	92.7
5	96.7		93.9	
6	96	79.1	90.4	93.5
All Years	97.2	89.1	91.9	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	
2		94	94.1	94
3	95		94.2	94.1
4		94	93.9	93.9
5	94.8		93.9	
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	94

Management of non-attendance

During 2017 the attendance rate was slightly higher than in previous years and was higher than the state rate. Student attendance is monitored daily and absentee notes are sent home the day after an absence if no satisfactory explanation is given. Three notes will be sent home asking for an explanation before an unjustified is attached to the absence. This is recorded in the attendance record. Attendance data is sent off on a 5 weekly basis to the Home School Liaison Officer who also keeps track of and monitors

attendance. Regular information is attached to the newsletter regarding attendance processes and policies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
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	1.1
Other Positions	0

*Full Time Equivalent

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

No staff at Stratford Public School identify as being indigenous.

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	33

Professional learning and teacher accreditation

Staff at Stratford Public School engaged in a wide variety of professional learning throughout 2017 which included;

- Bucketts Way Community of Schools (BWCoS) meetings
- Principal Network Days

- Collegial Leadership days
- Collegial Leaderships Network (CLN) meetings
- Mandatory Training including CPR, Child Protection, Code of Conduct etc
- Seven Steps of Writing
- MAPA Training
- Using technology, video conferencing and Adobe Connect sessions
- Primary Principal Association professional learning sessions
- CPL writing workshops
- LMBR training
- Principal network meetings

We did not have any teachers seeking accreditation in 2016.

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	96,252
Global funds	63,366
Tied funds	68,133
School & community sources	2,086
Interest	1,059
Trust receipts	72
Canteen	0
Total Receipts	134,717
Payments	
Teaching & learning	
Key Learning Areas	3,901
Excursions	3,259
Extracurricular dissections	433
Library	1,827
Training & Development	9,573
Tied Funds Payments	47,262
Short Term Relief	2,277
Administration & Office	12,596
Canteen Payments	0
Utilities	5,968
Maintenance	11,559
Trust Payments	72
Capital Programs	0
Total Payments	98,728
Balance carried forward	132,241

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	136,277
Appropriation	132,241
Sale of Goods and Services	0
Grants and Contributions	3,934
Gain and Loss	0
Other Revenue	0
Investment Income	102
Expenses	-48,915
Recurrent Expenses	-48,915
Employee Related	-31,868
Operating Expenses	-17,047
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	87,362
Balance Carried Forward	87,362

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	258,618
Base Per Capita	2,445
Base Location	8,171
Other Base	248,002
Equity Total	53,955
Equity Aboriginal	2,027
Equity Socio economic	40,821
Equity Language	0
Equity Disability	11,106
Targeted Total	27,410
Other Total	28,902
Grand Total	368,885

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.

One student sat the NAPLAN – Literacy test in 2017. The cohort is too small to display graph analysis compared to the state.

One student sat the NAPLAN – Numeracy test in 2017. The cohort is too small to display graph analysis compared to the state.

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.

In 2017 Stratford Public School had 1 student in Year 3 sit for testing in Literacy and Numeracy. The cohort was too small to display graph analysis compared to the State.

Parent/caregiver, student, teacher satisfaction

In 2017 the school, through surveys and discussions, sought the opinions of students, parents and teachers about school life. A snapshot of their responses are presented below;

Areas of strength:

- The school provides a supportive, engaging and progressive learning environment.
- Staff are continually updating their own skills to enhance student learning.
- Students effectively engage in and with a variety of technologies, apps and programs.
- All parents felt that their child/children had made progress in all areas of their learning.
- All staff feel supported and are proud to be a part of the school.
- All parents felt welcomed and comfortable attending events at the school.

Areas of concern:

- Student numbers and the future of the school.

Policy requirements

Aboriginal education

Stratford Public School has a strong commitment to ensure all students are aware of and respect Aboriginal history and culture, as well as contemporary Aboriginal Australia.

During 2017 staff and students;

- Incorporated Aboriginal perspectives into all Key Learning Areas.
- Participated in NAIDOC week activities at Gloucester Public School.
- Attending and participated in AECG meetings.

Multicultural and anti-racism education

Staff and students at Stratford Public School have embraced programs to enhance informed understanding of other cultures. Excursions and programs encourage students to have a greater awareness and respect of cultural, historical, linguistic and religious differences between cultures. In 2017 we;

- Attended NAIDOC Day celebrations at Gloucester Public School where students were treated to a variety of cultural activities.
- Participated in an Easter hat parade and celebrations.
- Attended scripture on a weekly basis.
- Incorporated cultural and historical perspectives into teaching programs.