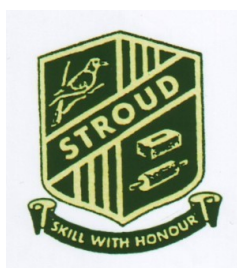


# Stroud Public School

## Annual Report



2017



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## Introduction

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

Carolyn Bowman

Principal

## School contact details

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## Message from the Principal

At the end of our 2015–2017 school plan we have much to be proud of and much to look forward to as we will continue to build on our achievements in the next three year plan.

Our small schools Collegial Leadership Network (CLN) has again impacted positively and effectively on the learning of all staff. This has meant that our highly dedicated staff have committed to working on their own learning which has had positive impacts on student outcomes. Results from surveys and other data collected has shown that the professional learning that we have participated in has made a difference .

The school culture at Stroud Public School continues to be our strength and this is supported by the whole school community. Students, teachers, support staff and parents work together to build a strong learning community.

The key features of our work over the last three years have been:

- through the eLearning program technology has been implemented into learning in the classrooms
- the development and implementation of new syllabus has been achieved effectively
- differentiation of learning for students has been a priority within classroom programs and
- lesson observations, reflection and feedback have been a focus for performance and development plans

We will continue to build on these achievements in the next plan.

# School background

## School vision statement

Within a culture of respect, care and equity, our learning community is committed to providing all students with the skills and knowledge to enable them to become confident, active and informed citizens.

## School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences.

There are currently 93 students attending the school including seven aboriginal students. There are five teaching staff, three administration staff and one teaching principal.

The school works in close, professional and strategic partnership with a small schools collegial group and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to develop teacher quality and learning.

# 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.

### SCHOOL EXCELLENCE FRAMEWORK–LEARNING

In the domain of Learning our projects have been primarily focussed on Learning Culture, Curriculum and Student Performance Measures. In our three year plan the focus of our programs across this domain was on the development of technology skills in staff and students and implementation of the New South Wales (BOSTES) history and geography syllabi, with consolidation of the science syllabus. The professional learning in the eLearning program was completed by all staff across the small school's network and staff expertise and confidence in using technology has shown effective growth over the three years. Student expertise and confidence in using the new technologies has also shown, through surveys and observations, growth across the three years.

In the area of Curriculum, all staff are now implementing quality teaching and learning programs in science, history and geography which are supported by online storage for all resources. Student learning is monitored and their achievements in knowledge, understandings and skills are assessed and measured. A Learning and Support teacher was engaged to support students with identified needs. All students have shown improvements in their learning. Work on collecting data from the literacy and numeracy continuums is reflected in Student Performance Measures.

### SCHOOL EXCELLENCE FRAMEWORK–TEACHING

In the domain of teaching our projects have been primarily focussed on Effective Classroom Practice, Learning and Development and Professional Standards. In the area of Effective Classroom Practice teachers are collaboratively working together to implement the eLearning projects and the history and geography programs. Effective and coherent lessons have been implemented across all stages. The impact of these programs includes increased evidence of inquiry based learning in classrooms and enhanced teacher engagement with the process of planning and implementing the syllabi.

In the area of Learning and Development, a professional learning coordinator continued to coordinate a consistent approach to delivering professional learning in the areas of curriculum and eLearning across the small school's network. There are now explicit systems in place to facilitate professional dialogue and collaboration across all schools which will be continued into the next three year plan.

All staff develop their own professional goals which are clearly linked to the school plan to ensure ongoing whole school improvement.

## SCHOOL EXCELLENCE FRAMEWORK–LEADING

In the domain of leading our focus has been on instructional leadership and strengthening school planning processes. There is a strong culture of evidence based teaching practice to ensure measurable learning progress for every student. Our small schools collegial network worked together to develop an innovative and effective school plan which has driven the improvement of all schools. This model will continue to be developed and improved in the next three year plan.

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

Across our three year plan, the eLearning project has become well established and has had a significant impact on teaching practice and student engagement in learning. History and geography syllabus have been fully implemented and student progress monitored through the development of assessment tasks for all students. Student learning has been monitored and differentiated according to need. A Learning and Support teacher developed individual literacy and numeracy programs for identified students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
eLearning program established and monitored for effectiveness through teacher surveys and discussions	Computer support \$5280	Post learning surveys indicate that the eLearning program is well established and has a positive impact on student engagement and attitudes to learning.
ICT is an integral part of daily teaching and learning as evident in classroom programs	Professional Learning \$2000	All staff have transformed student learning opportunities through quality implementation of technology within the classroom. Teachers have actively engaged students in ICT while building their own capacity.
Improved student learning outcomes (PLAN, Matrix, Continuums) as measured through PLAN tracking. 85% of students showing expected growth through the clusters	Professional Learning \$4000	Student learning is continued to be monitored through PLAN tracking across all stages. 82% of students showed expected growth through the clusters. Future focus will be on writing and reading in order to continue to improve student outcomes..
Differentiation of student's learning evident in programs, collaboration and discussion	Learning and Support Teacher \$ 26800  School Support and Learning Officer \$10240	Teacher capacity to differentiate student learning to accommodate learning needs has continued to improve with learning adjustments evident in teaching programs.  The learning and support teacher developed individual learning plans for students in need.
Student and teacher surveys shows skill level of use of ICT improves across the program		Surveys indicate that teachers found that the eLearning program has resulted in positive changes in teaching practice and student learning engagement.

#### Next Steps

In the next three year plan our vision for student learning will be on developing future focused learning skills. which include creativity, critical thinking, communication and collaboration.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

Teacher quality is the most important element in student achievement. We will build a culture of learning and performance which fosters mutual collaboration and teacher professional learning.

#### Overall summary of progress

All teachers have implemented scope and sequences, units of work and assessment rubrics across the science, history and geography syllabi and all resources are stored online for all teachers to access. Teachers have engaged proactively in planning their professional learning to improve their teaching practice. The professional learning coordinator role is embedded in practice providing ongoing support in the delivery of quality teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All schools complete the tool for evaluating a scope and sequence and the tool for evaluating teaching programs of work	Professional Learning \$4000 Professional Learning coordinator \$4185	Scope and sequences have been evaluated and adjusted to support effective curriculum delivery.
Professional goals and evidence gathered clearly linked to <i>Teacher Professional Standards and Performance and Development Plan</i>		Teachers confidently use the standards to reflect on their practice and monitor their ongoing professional development.
Collaborative discussion, reflection and evaluation links performance and development plans with the school plan	Professional Learning \$4000	Teacher's performance and development plans are now closely aligned to the school plan.

#### Next Steps

Curriculum implementation will continue to be monitored. Our focus for teacher professional development in the next plan will be on developing their skills to deliver a future focussed learning environment for all students.

## 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

Staff have developed their capacity to communicate effectively with the school community. In addition, communication systems, such as the skoolbag app, has enhanced service delivery. Parent surveys indicate that they feel well informed about school activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff complete professional learning and demonstrate improved interactions with all stakeholders, measured through staff surveys	Course fees \$395 Professional Learning \$3000	Surveys indicate that staff feel more confident to engage with parents and the wider community.
Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content.		Surveys indicate that the majority of parents feel well informed about student learning.
Increased parent involvement in school (sign on book and surveys).		While there has not been a significant increase in parent involvement in school activities, surveys indicate that the school community is satisfied with most aspects of the school's operation.
Continued increase in number of families that subscribe to the skoolbag app	Skoolbag subscription \$165	Skoolbag app subscriptions have increased over the past three years. There are now 211 subscriptions for 93 students.
Being an active member of the CLN group and achieving milestone, shared goals and projects.	Professional Learning \$2000	The CLN has continued to grow and flourish and has continued to drive whole school improvement.
Analysis of 'Tell Them From Me' Survey to inform planning for 2018		'Tell Them From Me' student and staff surveys were completed and will be used to inform future planning. As there was only a small parent sample we were not able to access any information to help inform planning.

#### Next Steps

Building quality home school partnerships will continue to be a priority in the school. We will continue to seek feedback from the parent community in regard to all aspects of the school's operation.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8330	<p>All aboriginal students and carers were invited to Personalised Learning Pathways (PLP) interviews.</p> <p>All aboriginal students have a Personalised Learning Pathway (PLP).</p> <p>Aboriginal students in the learning and support program have achieved goals set in their individual learning plans.</p>
<b>Low level adjustment for disability</b>	\$8421	<p>All students requiring adjustments and learning support are catered for within classroom programs.</p> <p>A learning and support teacher provides individual learning programs to identified students throughout the year.</p> <p>All staff tracked and monitored data on literacy and numeracy continuum identifying students in need.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$7009	<p>Teacher professional learning time was given to facilitate the implementation of our joint projects.</p>
<b>Socio-economic background</b>	\$59780	<p>Professional learning coordinator was again engaged to develop and implement effective professional learning related to the joint projects in our school plans.</p> <p>Extra professional learning time was paid for to facilitate the history and geography project, the eLearning project and lesson observations for Performance and Development Plans.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	46	47	41	44
Girls	54	54	52	49

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	93.1	93.3	93.3
1	97.1	93.6	93.3	94.5
2	94.6	94.2	95.2	90.8
3	94.7	93.9	94.6	94.1
4	95.5	92.2	89.4	93
5	95.2	92.2	91.2	92.9
6	96.2	93.9	91.6	91.5
All Years	95.7	93.3	92.5	92.8
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

Stroud Public School have developed attendance guidelines document to be implemented in 2018. The guidelines explain procedures for all staff to follow. All rolls are marked on Sentral by recess. Attendance concerns are followed up by the principal and once a term attendance data is sent to the HSLO. Regular attendance reminders are provided to parents through the newsletter. Letters of attendance concerns are sent home when required and referral to HSLO is made if concerns continue.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.51
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

\*Full Time Equivalent

There are no indigenous staff members currently employed at the school.

### 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

In 2017 professional learning was a high priority for the completion of our projects for our school plan. All teaching staff participated in four professional learning days across the year. This learning was strategically linked to our school plan and provided opportunities for staff to develop their skills in eLearning and the implementation of the history and geography syllabus. On staff development days mandatory training in CPR, Code of Conduct and Child Protection was also completed.

In 2018 all permanent teachers will be maintaining a Proficient 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	\$
<b>Balance brought forward</b>	<b>60,294</b>
Global funds	109,587
Tied funds	93,760
School & community sources	22,725
Interest	987
Trust receipts	2,858
Canteen	0
<b>Total Receipts</b>	<b>229,916</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	5,002
Excursions	6,428
Extracurricular dissections	2,459
Library	1,216
Training & Development	0
Tied Funds Payments	49,290
Short Term Relief	8,421
Administration & Office	38,217
Canteen Payments	0
Utilities	10,669
Maintenance	1,867
Trust Payments	2,858
Capital Programs	0
<b>Total Payments</b>	<b>126,426</b>
<b>Balance carried forward</b>	<b>163,784</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>179,768</b>
Appropriation	163,784
Sale of Goods and Services	1,530
Grants and Contributions	14,328
Gain and Loss	0
Other Revenue	0
Investment Income	126
<b>Expenses</b>	<b>-74,859</b>
Recurrent Expenses	-74,859
Employee Related	-34,718
Operating Expenses	-40,142
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>104,909</b>
<b>Balance Carried Forward</b>	<b>104,909</b>

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.

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.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	718,960
Base Per Capita	14,213
Base Location	6,515
Other Base	698,232
<b>Equity Total</b>	107,004
Equity Aboriginal	8,330
Equity Socio economic	69,937
Equity Language	0
Equity Disability	28,736
<b>Targeted Total</b>	0
<b>Other Total</b>	7,022
<b>Grand Total</b>	832,985

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 students, teachers and parents participated in the 'Tell Them From Me' survey. All teachers and students in years four to six were surveyed. There was only a small response sample from the parents. Parents were also surveyed at the end of each term's assembly by year six students.

Some of their responses are presented below:

- 98% of students had positive behaviour
- 98% of students tried hard to succeed
- 100% valued school outcomes. This means that the students believe that education will benefit them personally and economically and will have a strong bearing on their future
- 88% of students had positive relationships with friends they can trust and who encourage them to make positive choices
- teachers responded highly in the area of collaboration focussing on the quality feedback from other teachers
- teachers also showed growth in their responses to the use of technology within the school and
- most parents surveyed at assemblies felt welcome at the school, were well informed about school activities and felt that literacy was very important in their child's learning.

## Policy requirements

### Aboriginal education

Stroud Public School received Aboriginal background funding in 2017. The funds were used to support aboriginal students with their learning through:

- Extra teacher release to participate in professional learning in the areas of eLearning and new curriculum implementation which will develop teacher quality and have an impact on the outcomes of all students.
- In Naidoc week celebrations Stroud Public School and Stroud Road Public School combined to celebrate the day completing aboriginal activities and art work.
- Acknowledgement of Country is used at whole school assemblies and presentation night
- provision of learning support in literacy and numeracy by the learning and support teacher.

### Multicultural and anti-racism education

Stroud Public School strives to promote multicultural education and anti-racism through a variety of activities.

- All classroom teachers ensure that multiculturalism is a fundamental value taught and that culturally inclusive teaching strategies are implemented. This has been embedded in the units of work which have been developed for science, history and geography.

- All our programs foster students' understandings of culture, cultural diversity, racism and being a good citizen within our society.
- One staff member is currently trained as an Anti-Racist Contact Officer.
- The school is committed to zero tolerance of racist discrimination.
- Tolerance and harmony towards each other has been a part of the school culture and is reflected in our behaviour code.

## Other school programs

### *Student Leadership*

Our school parliament is continuing to develop leadership skills for our year six students. Again in 2017 each teacher had responsibility for a portfolio. The ministers liaised with their teacher to implement programs and bring motions back to parliament for consideration. When parliament convened the student body voted on motions to decide on actions and events that could improve the school community and environment. Some of their achievements include maintaining the vegetable and other gardens around the school, organising sport equipment and sporting competitions at school, having responsibility for the noticeboard at the front of the school, organising and running art competitions and delivering school newsletters to the local shops in Stroud each week.

Leadership opportunities in 2017 included:

- leading and organising School Parliament sessions;
- all ministers having areas of responsibilities in the day to day running of the school
- the attendance of all year six at a Young Leaders Conference in Newcastle;
- all year six students leading school assemblies
- student-led Anzac Day ceremony, Award Assemblies and end of year Presentation Night; and
- recognition of achievement and positive personal qualities through merit, special and gold awards presented throughout the year.

### *Positive Behaviour for Learning*

Positive Behaviour for Learning was sustained throughout 2016. We continued to build on our four core values of respect, responsibility, caring and fairness. The communication card continues to build relationships between home and school with positive responses from parents in the surveys which have been sent home. The ministers decided on the merit awards for each fortnight and were responsible for their promotion at daily assemblies. This consistent approach to student welfare across the school is reflected in 96% of students achieving satisfactory or above on their communication card every term.