

Stuarts Point Public School

Annual Report



2017



3643

Introduction

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

Tonya Worling

Principal

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Message from the Principal

I would like to begin by acknowledging the traditional custodians of this land and pay my respects to all Aboriginal people; past, present and future. It is truly an honour to be able to guide and shape our students towards their futures knowing that many generations before us have stood here and done just the same in this beautiful country, the land we call home, at the base of the majestic Yarrahapinni Mountain and the mighty Macleay River. We are indeed the custodians of 'the morning sun'.

2017 was, yet again, another incredibly busy year full of opportunities for students to demonstrate their learning and succeed. For students, families and community, teachers, administrative and support staff, we should all be incredibly proud of our achievements throughout the year. Thank you to everyone for the expertise, energy and effort you have put into our school.

When reflecting on our year I think of the tremendous work our educational community has put into planning processes and the evidence we have of our progress through the School Excellence Framework as we strive for excellence.

Much of our learning this year focused on our students building their stamina to complete tasks and to take responsibility for their goals. Learning is not easy and we need to build the mindset to not give up if we don't succeed the first time we try something. Learning is hard, and it takes persistence to achieve a goal. We worked towards supporting students to master persistence, to work through challenges, deal constructively with failures and adversity, and achieve goals.

Australia's education system is amongst the world's best and it is an enormous privilege to lead our wonderful small school. 2017 has been another eventful year where we have achieved success in many areas. We started at a hectic pace and once again we continue to have a full agenda. With your ongoing support we will continue to provide the best service, facilities and opportunities for all the students at SPPS.

School background

School vision statement

Stuarts Point Public School is committed to creating independent lifelong learners where each child is provided with opportunities and encouraged to achieve.

We believe in a balanced high quality learning environment where the values of respect, integrity, resilience and responsibility are embedded, where students develop a love of learning and a culture of high expectations is paramount.

We are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Stuarts Point Public School is a small PP5 school located on the Mid North Coast of NSW. Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 165, which is well below the state FOIE average of 100. We have an Aboriginal student population of 23% and receive funding through the Resource Allocation Model (RAM).

Our school has a strong focus on values education, promotion of a balanced healthy lifestyle, environmental sustainability and leadership opportunities which underpin the rich, stimulating learning environment. Innovative quality programs demonstrate a strong emphasis on literacy, numeracy and 21st century pedagogies.

Our highly qualified and enthusiastic staff provide a supportive, caring atmosphere coupled with a focus on individual needs to ensure success. Our school motto "To Greater Heights" is continually emphasised as all students are encouraged to be self-directed lifelong learners and where every child is supported and empowered to reach their full potential.

Stuarts Point Public School is a proud member of the Nambucca Valley Community of Public Schools (V10) and has a proud tradition of meeting the community and state-wide educational needs of students in the district for over 125 years.

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.

Learning

In the domain of Learning our evidence shows we are Sustaining and Growing in *Wellbeing and Assessment*. The Learning and Support Team processes are well-developed with the FISH! philosophy as the foundation for the whole school behaviour system which ensures effective conditions for learning. Staff use reliable assessments, including L3 testing, as a tool that to capture information about student learning. This evidence of learning is being used to inform their teaching and refine their practice, so that it meets the learning needs of students.

We are Delivering across the other elements. In *Learning Culture* our school has focused on using the Personalised Learning Plans (PLP) process to build partnerships with parents and students where clear improvement aims and planning for learning are co-created. In *Curriculum* the teaching and learning programs clearly describe what all students are expected to know, understand and do. In *Reporting and Student Performance Measures* parents and carers have been provided with information on the learning progress of their children, including reports and interviews. In 2017, at least 90% of students achieved at or above national minimum standards in the NAPLAN reading, writing and numeracy assessments.

Teaching

In the domain of Teaching we are Sustaining and Growing in *Learning and Development*. Teaching staff have been working shoulder to shoulder with an Instructional Leader. This has involved engaging in professional discussion and collaboration, using a co-plan, co-teach and co-reflect model. Regular observations of classroom teaching practice, with feedback, have been used to improve professional knowledge and refine teacher practice.

We are Delivering across the other elements. In *Effective Classroom Practice* teachers have regularly reviewed and revised lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. In *Data Skills and Use* teachers have reviewed student assessment data and compared results from external assessments, e.g. NAPLAN, with internal measures to build consistent and comparable judgement of student learning. In *Professional Standards* the school has supported teachers to achieve their professional goals in their PDPs and their maintenance of accreditation.

Leading

In the domain of Leading we have moved to Sustaining and Growing in *Educational Leadership and School planning, implementation and reporting*. The school has encouraged students and parents to provide feedback on school performance using the Tell Them from Me surveys. The leadership team has developed processes through the Performance Development Framework and the Early Action for Success program to collaboratively review teaching practices to affirm quality. The leadership team has embedded artefact sharing at staff meetings. This has enabled staff to show how their core business at school works towards addressing the school plan's strategic directions, meeting school improvement measures.

We are Delivering across the elements of *School Resources and Management Practices and Processes*. The school's staffing has been organised and managed to ensure an effective learning environment across the three multi-stage classes. The leadership team has used the priorities in the school plan to drive financial decisions about allocating school resources. Throughout the school year the leadership team has measured school community (parent and student) satisfaction using internal surveys and the Tell Them from Me surveys.

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

A learning culture of equity and educational excellence

Purpose

All stakeholders will work collaboratively to enable our students to be 'successful learners who are confident, creative individuals and active informed citizens'. (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Opportunities for differentiated learning experiences, modelling and developing skills needed to engage in tasks, explicit teaching of feedback and reflective tools, and immersion in appropriate curriculum activities will enhance learning outcomes.

Students will be active participants in their learning where a culture of high expectations promotes educational excellence and wellbeing.

Students

Overall summary of progress

The Instructional Leader (IL) has continued to lead processes and embed practices and products in creating a learning culture of equity and excellence across K–6. Students were supported to develop self directed learning behaviours, while staff developed their capacity of what makes a capable learner.

Early identification of student needs through streamlined Learning and Support Team processes enhanced the effective implementation of tiered interventions for literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will show positive growth in learning on both the literacy and numeracy continuums K–6 (Target)	see funds from Key Initiatives	<p>The Instructional Leader led processes where school wide data was systematically collected, analysed, discussed and used to inform teaching and learning.</p> <ul style="list-style-type: none">• K–6 PLAN data was updated in five week cycles, as was EAfS data for K–3.• Internal PLAN data improvement measures indicated mixed results K–6 however all students showed positive growth in literacy and numeracy• When analysing results they indicate a positive shift from 22% of students showing reciprocity in Year 1 (<i>Cluster 6 for Reading and Writing</i>) in 2016 to 56% in 2017.• SCOUT School Performance Value Added data shows we are Delivering for K–3, 3–5 and 5–7. All classes introduced explicit learning intentions / success criteria. <p>Identified students were supported through Tiered Interventions.</p>

Next Steps

- Develop student agency where every student understands how they most effectively learn, has opportunities to self reflect and articulate their learning processes.
- Provide opportunities for teachers and students to give and receive feedback to drive teaching and learning.
- Continue to develop a culture of growth mindset.

Strategic Direction 2

Honouring strong partnerships

Purpose

Facilitate the development and nurturing of relationships within our local community and across our Community of Schools.

'High-Expectations Relationships' (Stronger Smarter Institute: Position Paper, 2014) can impact on the improved educational outcomes for our students.

We will build high expectation relationships and strong partnerships so that support for student learning extends through interconnectedness and well-being. We will actively seek ways to include our parent body, local community and elders, collegial staff networks and the family support services in the wider community.

Parents / Community

Overall summary of progress

The collaboration of genuine partnerships between our school and parents and community has been strengthened as we continued to embrace High-Expectations Relationships. Our involvement in the local AECG and Stronger Smarter practices has strengthened our school culture.

We demonstrated broad consultation with stakeholders to evaluate processes, products and practices in our 2015-2017 school plan. We used the focus statement 'What's at the Heart of our Learning Community' to guide us in refining our school vision and strategic directions for the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve Home School Community Partnerships (HSCP).	see funds from Key Initiatives	<p>Our school welfare and discipline policy was refined to include STARS Pop Up day rewards for students after consultation with stakeholders.</p> <p>High-Expectations Relationships fostered a 'strong and smart' approach. Daily check-in, check-out, circle work and walk talk buddies were utilised in classrooms, staff meetings and at P&C meetings.</p> <p>PLP processes were refined and the Learning Maps project was trialled with a core group of students.</p> <p>Annual parent satisfaction surveys indicated high levels of trust and commitment to our school vision.</p> <p>Wellbeing and engagement processes were enhanced through the National School Chaplaincy and Welfare Program and our CLO.</p> <p>Transition to school partnerships were enhanced with our 'Big School' program and supported by the School Learning Support Officer (SLSO).</p>

Next Steps

- Continue to build effective partnerships and connections that support student outcomes.
- Facilitate High-Expectations Relationships, developing broader contemporary issues and support student engagement, interconnectedness and wellbeing.

Strategic Direction 3

Quality teaching and leadership

Purpose

Promote high teacher quality as an expert teaching team (School Excellence Framework) through professional learning aligned with the Australian Professional Standards and the new NSW syllabus for the Australian Curriculum.

All staff will have opportunities to identify, analyse and share excellent teaching practice (Great Teaching, Inspired Learning). This includes the planning of new teaching programs and practices. It also encompasses the revision and refinement of existing assessment practices to better inform the teaching and learning cycle.

Teachers / Leaders

Overall summary of progress

Leaders provided opportunities to build the capacity of all stakeholders. Targeted Professional Learning (PL) aimed at continuous improvement and innovation that addressed the Australian Professional Standards for Teachers (APSfT), School Excellence Framework and School Strategic Plan promoted excellence in quality teaching.

Instructional Leadership through Early Action for Success enabled shoulder to shoulder support that included regular coaching and feedback. A pedagogy which utilised evidence based practices was embedded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will collaboratively design Professional Learning Plans aligned to Australian Professional Standards for Teachers and SEF supported by executive through the Performance and Development Framework (Target)	see funds from Key Initiatives	Teaching staff collaboratively designed and refined Professional Learning Plans which were supported through the Performance and Development Framework. Non-teaching staff were introduced to the Performance and Development processes. Evidence based practices of Language, Learning, Literacy (L3) Kindergarten, L3 S1 and Targeted Early Numeracy (TEN) were embedded. Explicit learning intentions through 'Visible Learning' supported students to set goals for literacy and numeracy. Staff regularly analysed PLAN data in five weekly cycles to drive teaching and learning. Scope and Sequences were reviewed and teaching programs reflected current NESA syllabus documents. LMBR processes were implemented.

Next Steps

- Leaders provide opportunities and share their expertise to build stakeholder capacity in evidence based practice.
- Staff understand evidence based pedagogy and use collaborative reflective practice to ensure growth in student outcomes.
- Teachers demonstrate high expectations, co-create challenging learning intentions and provide explicit, specific, timely feedback.
- Implement a staged approach to Learning Progressions from K-6

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$38 000	<p>Home Play club supported students in learning outcomes which results in attendance rates being above state and like school group norms.</p> <p>Staff implemented High–Expectations relationships and pedagogy from Stronger Smarter Institute.</p> <p>Staff participated in professional learning with James Anderson (Growth Mindset and Learning Agility) and Brian Annan (Learning Maps).</p> <p>AECG reports presented at meetings.</p> <p>SLSO support for wellbeing and tiered interventions.</p>
Low level adjustment for disability	\$5 400 (+ 0.2 FTE Learning and Support Teacher)	<p>Teachers were supported with a rigorous processes to collaboratively build staff capacity to plan and differentiate programming and pedagogy.</p> <p>Targeted support was provided through L&S team processes for tiered interventions.</p> <p>Processes were supported for the Nationally Consistent Disability Data collection.</p>
Quality Teaching, Successful Students (QTSS)	\$2 040 (= 0.020 FTE for Semester 1 and increased to 0.095 FTE for Semester 2)	Funds utilised to support the work undertaken with the School Excellence Framework (SEF) and the introduction of the SEF 2.
Socio–economic background	\$82 000 (+0.1 FTE PSFP)	<p>Executive staff were released to provide mentoring and leadership to staff.</p> <p>Students were supported through Personalised Learning Plans (PLPs) at key intervals throughout the year.</p> <p>Staff are supported with data collection and analysis which includes PLAN monitoring in five week cycles to inform teaching and plan for learning.</p> <p>Community partnerships are strengthened through CLO processes including Kids in the Kitchen.</p>
Early Action for Success (EAfS)	\$18 000 (EAfS, rolled over funds) (+0.4 FTE Instructional Leader at DP level)	<p>Staff received mentoring, coaching and targeted professional learning supported by the Instructional Leader.</p> <p>Staff participated in Language, Learning Literacy (L3) Kindergarten, L3 Stage 1 and Targeting Early Numeracy (TEN).</p> <p>Students were supported by tiered interventions including speech from School Learning Support Officers (SLSO).</p> <p>Innovative programs like 'Big School' were refined.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	27	25	25	22
Girls	33	30	36	30

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	93.4	95	96.5
1	93.2	90.4	91.6	96.3
2	92.8	97.7	93.3	91
3	96.2	95.1	95	91.7
4	94.7	96.5	95.4	95.1
5	92.9	98.2	92.5	94.1
6	91.1	92	95.2	91
All Years	93.5	94.4	94.1	93.7
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

To address this issue we are proactive in encouraging good attendance. We implement student attendance incentives through our 'Notebook' attendance file, gave weekly rewards and term certificates as well as daily acknowledgments. Regular reminders are included in the newsletter including tips for parents and students. We continued our phone intervention system whereby the Senior Administrative Officer phones parents of students who are away for more than 2 consecutive days. On their return to school an absence notification slip is given to the student for parents to complete.

Structure of classes

Stuarts Point Public School had three multi stage classes during 2017. K/1, 2/3 and 4/5/6.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

We value the strong contributions made by ATSI staff, both casual and voluntary.

Ritchie Donovan has continued to provide specialist coaching to our students in a range of sports under the auspice 'Promoting Social Inclusion through Sport'. The sports program focuses on not only training and skills but mentoring as well.

We employ a chaplain for five hours a week who runs our Peer Leadership program and is available to support staff, student and community relationships. This program is funded under the National Schools Chaplaincy Program.

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

All staff had access to a variety of professional learning opportunities during 2017 which aligned to their Professional Learning Plans and supported by executive through the Performance and Development Framework. See Strategic Direction 3.

Through the employment of a temporary teacher, school leaders have continued to model a pedagogy that demonstrates a commitment to strengthen and deliver on school priorities. Processes are in place for formal mentoring between staff about current professional practices. Reflective conversations are encouraged between all key stakeholders. Opportunities to develop and refine practices have been modelled using evidence based practices and policies updated to current procedures.

Staff have used SMART, PLAN and EAfS Data, analysing and articulating the learning needs of students on a school wide basis and identifying the curriculum resources to address identified needs. Student assessment data is discussed at school and in state wide on-line learning communities to identify future learning needs of students.

Professional Learning funds were targeted towards NSW Syllabus documents for the Australian Curriculum. Staff undertook learning both face to face and via online training modules through Adobe Connect.

We combined for the Macleay Education Community Staff Development Day in Term 3 and ongoing Learning Maps PL by Brian Annan which was run over two terms. All staff attended face to face PL by James Anderson with the Macleay Community of Small Schools on learning agility and growth mindset and leaders had the opportunity to work with Simon Breakspear.

Mandatory training was also completed in Child Protection, Anaphylaxis, Asthma, Emergency Care, CPR and Work Health and Safety modules.

Under the Early Action for Success program staff received targeted individual professional learning supported by the Instructional Leader. Key programs were L3 for Kindergarten, L3 Stage 1 and Targeted Professional Learning for Individual teachers on a needs basis. The Instructional Leader provided fortnightly Professional Learning Meetings delivering current research, theories and practices. All staff completed Targeted Early Numeracy (TEN) which was an accredited Professional Learning module.

The School Administrative Manager (SAM) and Principal undertook preparation to support the transition to LMBR. The General Assistant also received opportunities to attend professional learning relevant to their career pathway.

Three temporary staff are working towards completing their maintenance of accreditation.

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	348,850
Global funds	137,325
Tied funds	135,817
School & community sources	41,480
Interest	4,162
Trust receipts	1,033
Canteen	0
Total Receipts	319,817
Payments	
Teaching & learning	
Key Learning Areas	6,606
Excursions	30,459
Extracurricular dissections	6,479
Library	1,714
Training & Development	0
Tied Funds Payments	85,867
Short Term Relief	11,140
Administration & Office	15,754
Canteen Payments	0
Utilities	8,928
Maintenance	5,345
Trust Payments	965
Capital Programs	1,560
Total Payments	174,817
Balance carried forward	493,850

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	512,505
Appropriation	493,950
Sale of Goods and Services	0
Grants and Contributions	18,069
Gain and Loss	0
Other Revenue	0
Investment Income	486
Expenses	-67,534
Recurrent Expenses	-67,534
Employee Related	-51,397
Operating Expenses	-16,137
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	444,971
Balance Carried Forward	444,971

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	599,694
Base Per Capita	9,322
Base Location	15,328
Other Base	575,044
Equity Total	156,558
Equity Aboriginal	38,468
Equity Socio economic	92,366
Equity Language	0
Equity Disability	25,724
Targeted Total	0
Other Total	66,739
Grand Total	822,991

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Stuarts Point Public School (SPPS) utilised the 2017 Learning Bar 'Partners in Learning Parent Survey' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The radar chart (see image '*Perspectives of Parents*') compares these results with those of other NSW government schools in each reported area. The results have been converted to a 10–point scale, where 10 shows strong agreement and 5 is a neutral position.

- Parents feel welcome at SPPS with the help provided by the administration staff rating extremely high at 9.5 out of 10 which is an increase of 0.2 from last year.
- The results also indicated that parents are satisfied with how information is conveyed, particularly with positive and negative student behaviour, rating 9.2 out of 10 which is an increase of 0.7 from last year.
- Parents supporting learning at home only rated at 6.9 overall which is an area for future growth, although this is still higher than the state norm of 6.3. Talk at home about how important school work is rated at 5.9.
- The survey indicated that parents believe the school supports learning by encouraging students to do his or her best work and taking an interest in their child's learning.
- Parents feel that the school supports positive behaviour with clear rules and behaviour expectations.
- Parents consider Stuarts Point to be an inclusive school with staff actively helping students to develop positive friendships which has increased from 6.7 in 2015 to 9.3 this year.

The results of the parent survey represent an increased percentage from 8 surveys completed in 2015 to 24 completed in 2017. This reflects 77% of our school community. All school norm scores were well above state government norms.

Student satisfaction

A core sample of students completed the 'Tell Them From Me (TTFM) – Student Engagement Primary Survey' which measures 20 indicators based on the most recent research on school and classroom effectiveness. The results have been converted using the same 10–point scale. Students were surveyed twice during the year, March and September.

- Students value schooling outcomes. Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. Our data indicated 90% for Yr5 (March) and 100% (September) of students valued school outcomes. Our Yr5 cohort increased by 10%. The NSW Government norm for these years is 96%. In analysing the details in these cohorts 100% of both the girls and boys in our school valued school outcomes. The NSW Government norm for girls is 97% and for boys is 94%.
- Students are interested and motivated in their learning. 86% (March) and 89% (September) of students in our school cohort were interested and motivated in their learning. The NSW Government norm for these years is 79% and 78% respectively. Both sets of data saw 100% of the girls and 71% and 78% of the boys in our school interested and motivated. The NSW Government norm for girls is 83% and for boys is 73%. Both girls and boys outperformed state norms. Boys also increased 22% during the September reporting period from 56% in 2016 to 78% in 2017.
- Students with positive homework behaviours. 82% of our students do homework for their classes with a positive attitude and in a timely manner. This is a 19% positive gap when compared to the NSW Government norm of 63%. Our boys outperform state by 21% which is impressive and a testament to the Boys Education supports we have in place. Our Home Play system and support structures show that we set our students up for success.

Teacher satisfaction

The 'TTFM Teacher Survey' is based on two complementary research paradigms, 'Effective schools' and the 'Outward Bound' model as described in John Hattie's book, *Visible Learning*. Questions were formulated and grouped in response to this research which included eight of the most important Drivers of Student Learning.

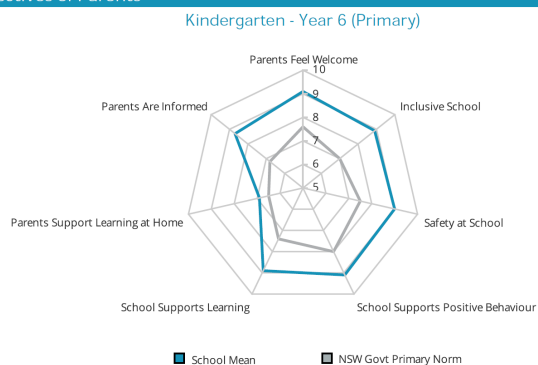
The results for the Eight Drivers of Student Learning are displayed. They have been converted using the same 10–point scale.

Closer analysis of the perspectives can be seen below.

- Leadership was our highest area with a score of 9.1 out of 10. Our school data shows we outperform state at 7.1. Our highest scores indicate that teachers feel that school leaders have supported staff during stressful times and

- provided guidance to monitor student progress.
- Collaboration also scored high with an overall 8.8. Our highest areas in 2017 showed that opportunities are provided for staff to discuss learning needs of students with other staff and that they can also discuss their learning goals with others.
- Teachers feel they set high expectations for student learning with a value score of 9.6.
- An area for future focus could be supporting staff with quality feedback which scored 7.7 (still higher than the state norm of 7.3). Providing written feedback on student work scored 7.1.

Perspectives of Parents



Policy requirements

Aboriginal education

The *Aboriginal Education and Training Policy* and the *Partnership Agreement* between the Department and the NSW Aboriginal Education Consultative Group Incorporated has provided a framework for Aboriginal Education in our school. Aboriginal perspectives are imbedded into teaching and learning programs throughout the year and are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school was fortunate to have had a number of Aboriginal workers and volunteers in the school this year who provided positive role models.

We continued our journey of 'Stronger and Smarter' and promoted High Expectations Relationships. The practice of sharing respectfully through the structure of the circle has become embedded in most classrooms and other tools like check-in and check-out are used to build respectful relationships within our school community.

All classes engaged in activities that recognised and celebrated significant national Indigenous events. On the 26th May, the students learnt about the significance of National Sorry Day and commemorated the Formal Apology to Indigenous peoples. We began with a special raising of the Aboriginal flag at morning assembly and continued in class with students listening to the Sorry Day story by Aunt Annie. The students then shared their feelings creatively on a leaf which were combined to build a Tree of Hope.

National Reconciliation Week was commemorated with class discussions regarding significance and history, followed by a games session, playing Traditional Indigenous Games. Students had an interesting discussion about what materials would have been used in the original games.

NAIDOC activities commenced the SRC ATSI Colour Day. It was a huge success, raising \$67.20 which will go towards building our Yarning Circle. Staff spent time with local elders learning about country, hearing stories and visiting significant sites in the Macleay valley. Then students participated in activities run by Uncle Mark Flanders and Mr McQueen. During 'check-out' students commented how good it was to learn about local culture.

Students participated in Traditional Aboriginal Games (TIG) as a part of Friday sports during Term 3. These games, endorsed by the Australian Sports Commission, come from a range of places and people across Australia. Students sampled a range of ball and running games and we encouraged parents to participate, helping us to learn more about Aboriginal culture and promote happy healthy students.

The collaboration and development of genuine partnerships between parents/carers and the school is supported through PLP process. All key stakeholders are able to meet and develop goals using the school 'Stronger Smarter' PLP plan. Specific goals increase

Aboriginal students' attendance, participation and engagement in learning.

Funds from Aboriginal RAM Equity focused on improving the quality of teaching and learning for Aboriginal students. A School Learning Support Officer (SLSO) was employed to assist with Home Play Help. Specific goals from PLPs were used to increase Aboriginal students' attendance, participation and engagement in learning.

We thank Ritchie Donovan who has continued to provide specialist coaching to our students in a range of sports under the auspice 'Promoting Social Inclusion through Sport'. The sports program focuses on not only training and skills but mentoring as well.

Aboriginal students, their friends and family, were encouraged to attend community events and competitions run during the year.

Multicultural and anti-racism education

Multicultural perspectives are embedded in the teaching and learning programs within the classroom context in order to foster acceptance and celebrate cultural diversity. Inclusivity is encouraged with all students and cultural differences are promoted and shared. We also greet each other in the morning by saying hello in another language.

Harmony Day was celebrated with students taking part in engaging lessons. Many parents joined their children and we thank them for their support in promoting cultural diversity. Harmony Day is just one of the many ways we celebrate our students and the diverse families that make up our school.

Yet again, our school enthusiastically entertained the CWA at their International Day on Nepal. K/1 danced to traditional music, 2/3 presented a variety of traditional masks and representatives from 4/5/6, presented their information report on Nepal. Thank you to the ladies from the CWA for hosting the day and donating money that will go towards books for the library.

Students are exposed to eating foods from different cultures through various canteen special food days and our 'Kids in the Kitchen' program.

The Multicultural Public Speaking Competition was implemented as both an in class and extra curricula activity. Students prepared speeches discussing the importance of acceptance and compassion towards others.

One staff member completed Anti Racism Contact Officer (ARCO) training.

Stuarts Point Public School continues to promote multicultural values and upholds a culture of acceptance and understanding.