

Alstonville Public School Annual Report



2018



1030

Introduction

The Annual Report for **2018** is provided to the community of Alstonville 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.

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School background

School vision statement

Alstonville Public School's motto is *Effort Earns Success*. Students are self-directed learners able to learn anywhere, anytime. Alstonville Public School values and visibly promotes collective and individual thinking to aid in the development of deep knowledge, skills and understanding.

School context

Alstonville Public School has an enrolment of 500 students, including 6% Aboriginal students. The school has 19 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, dance, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum.

The school has a wide breadth of experience in its teaching and support staff. All input is valued. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

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.

2018 was the first year of implementation of the 2018–2020 school planning cycle. Throughout the year many opportunities for self-reflection and analysis of the impact of strategic directions occurred including staff, students and parents in the process. The self assessment of the school against the School Excellence Framework indicated that Alstonville Public School was sustaining and growing in the domains of learning, teaching and leading.

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

Creating a Culture of Thinking

Purpose

To develop deep understanding of the 'Cultures of Thinking' and create a school wide ethos where deep thinking is valued and visible.

Overall summary of progress

2018 saw the consolidation of Project Based Learning (PBL) pedagogy and STEM integrated curriculum in all classes. Teachers collaboratively plan units of learning that are relevant to their students, contribute to their local community and linked to curriculum documents. Alstonville Public School continued as a Primary STEM Action school, mentoring 12 primary schools in the implementation of STEM curriculum. Mentoring occurred by providing professional learning, classroom observations, discussions with students and teachers, and by students sharing their learning at learning conventions. Whole school STEM and PBL learning was shared at a state level at Primary STEM Action School conference and the 2018 Rural and Remote conference. The school continued to lead professional learning in PBL and STEM for teachers from Connected Communities schools and primary and secondary schools from throughout the Tamworth operational directorate and interstate. Teachers, students and parents have demonstrated a greater understanding of pedagogical change and the positive impact this has had on student agency, collaborative skills and learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of teachers self assess on protocol above 100/160 upon the completion of professional learning.	Professional learning funds used for Executive staff to attend a Cultures of Thinking Conference then deliver learning to all staff.	At the end of 2018, 50% of staff scored above 100/160 on the Cultures of Thinking Self Assessment.
Increase in reference to student agency dispositions and student leadership policy in 2020 video when compared to 2018 baseline.	Teacher professional learning has provided a regular focus on student agency in developing STEM and Project Based Learning units.	Applied for funding for a Middle School Leadership project in collaboration with local schools in order to provide leadership opportunities for a larger number of our students
2020 learning walks show 80% of teachers show an improvement in use of cultural forces when compared to 2018 baseline.	Staff have received professional learning on cultural forces and how to utilise those in the classroom to drive student learning.	Stage 3 teachers classes using learning walks to student understanding of cultural forces.

Next Steps

All staff, including new staff, will continue to receive support and guidance in PBL pedagogy by executive teachers, targeting feedback and critique. Professional learning for staff on embedding Visible Thinking Routines (Project Zero, Harvard) into all lessons, not just PBL, will provide scaffolds for teachers and students to use in their learning, enabling them to go deeper into their thinking of concepts and understandings.

Strategic Direction 2

Making Thinking Valued

Purpose

To ensure all learners have opportunities to explore their thinking, to make their thinking visible and to reflect and discuss their learning.

Overall summary of progress

Selected staff across the school trialled thinking routines with their classes. All staff that took part in the trial reported a change in mind set regarding thinking. Stating that they now have a process concept of knowledge as opposed to the traditional product concept of knowledge. One staff member from the trial cohort reported that they now also viewed knowledge as fluid and open to question.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible thinking routines are explicitly planned for in teaching and learning programs.	Professional learning provided to all teaching staff on how to select, use and evaluate thinking routines. Opportunities for collaboration were provided to staff to incorporate thinking routines in teaching programs.	Thinking routines were evident in approximately 40% of teaching programs.
Students show improved ability to think deeply and articulate their thoughts clearly.	Professional learning provided to all teaching staff on how support students to encourage them to think deeply about a topic and to articulate their thoughts confidently.	Deep student thinking is evident in approximately 30% of classrooms
A scale is used to measure improvement in knowledge and understanding of creativity and core routines.		This scale is still being developed.

Next Steps

Professional learning will occur in 2019 with all teaching staff to continue the roll out of thinking routines across all classrooms. Differentiated professional learning will also be run by the Executive team for teachers with similar PDP goals

Strategic Direction 3

Rigour in Teaching and Learning

Purpose

To improve learning outcomes in literacy and numeracy and meet the needs of all learners by having high expectations and applying evidence-based pedagogy, including STEM and Project based learning.

Overall summary of progress

Teachers are beginning to show application of new knowledge and skills to differentiate instruction after professional learning on differentiation and support from Assistant Principals as Instructional Leaders. Teachers regularly gather, analyse and reflect on student data to plan, assess and track student learning. Teachers grow in skills and confidence as they utilise reflective practices in planning.

Learning Sprints were trialled across the whole school in Term 4, with support from Peta Gallagher (LANSA).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value added is 80% of students achieving in the top two NAPLAN bands for reading and numeracy; and 60% in writing.	See Key Initiatives on next page.	2018 NAPLAN results show that 20% of students achieved in the top 2 Bands for Reading and Numeracy. This is a 5% increase from 2017.
In NAPLAN, over 90% of cohort reach student growth scores in all aspects.	See Key Initiatives on next page.	2018 NAPLAN results show that 52% of Year 5 students are achieving at or above Expected Growth in Literacy. In Numeracy, 62% of Year 5 students are achieving at or above Expected Growth. In Year 3, 63% of students achieved at or above Expected growth in Numeracy. Whilst in literacy 51% of Year 3 students achieved at or above Expected Growth.
Teachers have engaged in professional learning and are embedding new practices in their teaching routines. Project Based learning and STEM pedagogy evident in all teachers' programs and in all classrooms.	See Key Initiatives on next page.	All staff have engaged in professional learning to support them to embed Project Based Learning and STEM pedagogy in their teaching.
Differentiated lessons are evident in every classroom and data collection systems are in place. (PLAN, PLAN2, NAPLAN, school based assessments)	See Key Initiatives on next page.	School-wide assessment schedule developed to ensure timely collection of assessment data.

Next Steps

Maintain collaboration meetings in 2019 to allow Assistant Principals to continue to gather, analyse and reflect on student data to assess and plan for student learning. Learning sprints will continue in 2019 and will run for 4 weeks at the end of each term. A focus for learning sprints will be determined by analysing school NAPLAN data with the whole staff in Weeks 5 and 6 of each term.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$22 000.00) 	<p>2 staff (1 executive and 1 teacher) attended a 3 day Connecting to Country course run by Ballina/Cabbage Tree Island Local Aboriginal Education Consultative Group in Term 4. These staff members are scheduled to present learning to a whole staff meeting early in Term 1 2019.</p> <p>2 Teachers employed to work with Indigenous students in small groups on literacy and numeracy skills in Term 4.</p> <p>Purchase of audio equipment to support student engagement.</p> <p>Additional SLSO time funded to support indigenous students.</p> <p>Provisions for NAIDOC celebrations</p> <p>Provision of Friendly Schools resources.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$170 000) 	<p>Sign language interpreter employed for whole school assemblies to assist community members to engage with the school.</p> <p>Additional SLSO employed to work with students identified through Learning and Support process.</p> <p>Provision of teaching resources including Multit Lit and Friendly Schools Program.</p> <p>Purchase and installation of a classroom speaker system to support students who are deaf and hard of hearing.</p> <p>Purchase of laptops to support engagement of students with disabilities.</p> <p>Purchase of specialised furniture.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$94 326.00) 	<p>Assistant Principal released to work as an Instructional Leader with stage team. Learning conversations with stage teachers helped to focus areas for teacher professional learning.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$47 000.00) 	<p>Additional SLSO employed to support students.</p> <p>School Communication Officer employed 1 day per week to complete newsletters and Flexischool posts.</p> <p>Purchase of laptops to support student engagement with the curriculum.</p> <p>Teacher release to support Kinder Orientation program.</p> <p>Assistant Principal released part time to work as an Instructional Leader with stage team. Learning conversations with stage teachers helped to focus areas teacher professional</p>

Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$47 000.00) 	learning.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$25 000.00) 	<p>Assistant Principal released part time to work as an Instructional Leader with stage team. Learning conversations with stage teachers helped to focus areas for teacher professional learning.</p> <p>Funding was used to release beginning teachers to enable them to work with Assistant Principals and to attend professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	288	297	284	257
Girls	239	243	244	226

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94.9	93	92.5
1	93.3	92.8	93.5	91.9
2	92.9	94.8	92.9	93
3	93.5	93.2	93.6	93.3
4	93.7	94.4	93.1	92.4
5	94.3	93.1	92.7	93.9
6	94.1	93.1	92.2	92.9
All Years	93.7	93.7	93	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Alstonville Public School manages non attendance by

- contacting parents/carers when a child has been absent from school for 3 consecutive days.
- contacting parents/carers when a child's attendance has dropped below 85%
- regular reminders are posted in school newsletters encouraging parents inform the school of absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.5
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	2.78

*Full Time Equivalent

One staff member at Alstonville Public School identifies as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Professional learning at Alstonville Public School occurs weekly and is valued by all staff. All mandatory training was completed during 2018 as required. Focus areas for professional development included: Positive Behaviour for Learning tier two classroom systems, differentiation in Mathematics, working mathematically strategies, STEM curriculum integration, Mini/Multi and Pre Lit training, completing access requests, online NAPLAN training, accessibility training, and Project Based Learning – feedback, self reflection and collaboration in the classroom.

In 2018, 3 teachers gained accreditation at Proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	428,650
Revenue	4,408,505
Appropriation	4,179,986
Sale of Goods and Services	113,950
Grants and Contributions	109,938
Gain and Loss	0
Other Revenue	0
Investment Income	4,630
Expenses	-4,261,950
Recurrent Expenses	-4,261,950
Employee Related	-3,818,375
Operating Expenses	-443,575
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	146,554
Balance Carried Forward	575,204

Alstonville Public School manages its budget via regular review, analysis and communication within the finance team which includes the Principal, School Administration Manager and Deputy Principal. Staff leave is monitored daily, with weekly analysis of finance reports, review of projected budget and amendment of budget in BPC tool ensuring that the school is operating efficiently and meeting policy requirements. Quotations for forward planning of school upgrade of teaching resources and equipment is sought prior to allocating the next year's budget.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,232,601
Base Per Capita	102,099
Base Location	5,962
Other Base	3,124,540
Equity Total	266,628
Equity Aboriginal	29,796
Equity Socio economic	58,628
Equity Language	4,329
Equity Disability	173,876
Targeted Total	159,239
Other Total	272,384
Grand Total	3,930,852

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Yr 3 Literacy 40% of students above state average

Yr 5 Literacy 66% above state average

Yr 3 40% above state average

Yr 5 44% above state average

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Due to the small number of Aboriginal students in Year 3 and 5, results cannot be published as this may identify individual students.

Parent/caregiver, student, teacher satisfaction

Feedback was sought from parents regarding a number of programs that were run by Alstonville Public School. 80% of parents who responded, indicated that they believed their students were better able to explain their learning as a result of Project Based Learning.

70% of parents of students who attended our Kindergarten orientation program felt as though the program thoroughly prepared their child for starting school.

Stage 3 students were surveyed after Student Led Conferences. 90% of students surveyed said they preferred Student Led Conferences over traditional parent-teacher meetings. Reasons given included students being in control of the information exchange with parents and students being able to focus on a particularly rewarding or challenging item of work and explain how they overcame those challenges or what their learning was from the situation.

Teacher feedback was sought using the Culture of Thinking Self Assessment at the beginning of 2018 and at the end of 2018. Results from the beginning of 2018 show that 30% of teachers were using Cultures of Thinking as part of their daily routines and were confident enough to be able to teach other colleagues. At the end of 2018, 70% of teachers were using Cultures of Thinking as part of their daily routines and 50% of teachers indicated they were confident enough to be able to teach other colleagues.

Policy requirements

Aboriginal education

Alstonville Public School implements the Department of Education's Aboriginal Education Policy through targeted programs designed to improve to the educational outcomes of Aboriginal students. Please see the 'Key funding initiative and other school focus areas' for a detailed account of how this has been achieved. Assistant Principals lead teacher collaborative planning of student learning units which includes focus on Aboriginal perspectives and content across all Key learning Areas. The purpose of these programs are to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Following is an outline of some of the ways Aboriginal perspectives and content has been embedded across all classes K-6 throughout 2017.

Early Stage 1:

- Families– learning about kinship and it's importance to Indigenous social structure
- Homes– different cultures have different homes depending on culture, lifestyle and environment
- Farm to plate– how traditional Aboriginal people gathered food compared to farming.

Stage 1:

- Belonging– excursion to Dolphin Dreaming, the life and culture of Byron Bay's Aboriginal people
- Indigenous games focus during PDHPE
- Aboriginal dance during Creative Arts, lead by teacher trained in Aboriginal dance
- History of local area and Bundjalung people
- Use of Dust Echos in English units to engage in Aboriginal story telling.

Stage 2:

- Indigenous games focus during PDHPE
- History – pre-colonisation, Aboriginal way of being and knowing
- Dance– modern Aboriginal dance using Move it Mob style videos and dance appreciation using Bangarra Dance Company videos.

Stage 3:

- Visual Arts – unit focused on traditional and contemporary Aboriginal artists and their techniques
- History – the effect of colonisation on Indigenous people including: stolen generation, Mabo, 1967 referendum and 1962 voting rights.
- Geography – investigate the culture of Indigenous people and their interaction with the land
- Music – contemporary Indigenous music, analysis and making music.

Whole school NAIDOC celebration included a whole school immersion day, with students completing literacy learning focused on Aboriginal culture, formal assembly led by our Indigenous students and teachers, with a grandparent sharing her story with the school, and finishing with an afternoon of Indigenous games for sport.

Multicultural and anti-racism education

Alstonville Public School has 2 trained Anti–Racism Contact Officers who handle any sensitive issues that may arise in the school. The whole school engaged in Harmony Day, celebrating all cultures and inclusion and students in Years 3 to 6 participated in the Multicultural Public Speaking competition. Each stage level focused on multicultural education through their units of learning as follows:

Early Stage 1: investigated cultural differences in families and housing.

Stage 1: investigated their own family and cultures looking back through generations.

Stage 2: inquiry into cultural diversity across the Northern Rivers, sustainability, tourism and trade across the southern hemisphere and cultural differences.

Stage 3: Global connections– focused on cultural differences throughout the world ending in a multicultural festival including the whole school, parents and community in a learning convention.