

The Pocket Public School

Annual Report

2018



2890

Introduction

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

The Pocket Public School provides a stimulating learning environment in cooperation with students, staff and parents. Our school fosters quality relationships in a caring and supportive environment.

Our vision is for all staff to confidently deliver an innovative and engaging curriculum that will both challenge and support student learning to promote a community of future focused learners who will develop a sense of autonomy and responsibility for their own learning journey.

We will work collaboratively with the Valley of Small Schools (VOSS) Learning Community to achieve a variety of initiatives to enhance student outcomes.

School context

The students at The Pocket Public School are motivated, active learners who take advantage of the many opportunities a small school has to offer. They have strong friendships with their peers and teachers and a solid sense of community. The staff maintain a school-wide, collective responsibility for student learning and success.

The student body and community have embraced current innovations. Students learn in an environment that is nurturing and dedicated to them achieving their highest potential. The students are encouraged to use their learner dispositions to embed new 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.

Within the Learning Domain The Pocket Public School continues to self assess at the Sustaining and Growing level. The school has implemented a school wide assessment timetable. The results are collected and analysed to inform the teaching and learning within the classrooms and to meet the learning needs of all children. Our school internal and external assessment data suggests that the schools value add is on a positive trend. A future focus will be to identify the expected growth of our children on internal school assessments.

In the Teaching Domain the school is self evaluated at Sustaining and Growing.. Throughout 2018 the school focused on feedback strategies with focused TPL during Term 4. This will form the basis of our school plan and milestone for 2019. Teachers continued to use data to evaluate student understanding and give relevant and timely feedback.

After the self assessment of the Leading Domain it was clear that the school is sustaining and growing in this domain. The leadership continues to set a safe, respectful and supportive environment for all staff through creating clear processes and opportunities to give authentic feedback can be shared and monitored. The school continues to deploy teaching and non teaching staff to make best use of the expertise to meet the needs of all 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

Innovative, Inclusive Practice

Purpose

To create a stimulating learning environment using well developed and evidence based approaches to cater for individual student learning needs.

Overall summary of progress

In 2018 the school continued their journey to embed research based practises into their teaching and learning. The school focused on L3, Seven Steps of Writing and Visible Learning.

To date L3 strategies have been successfully introduced and embedded in the kindergarten class room with the current teacher being trained and at a proficient level. These strategies are also being trialled in other year groups to evaluate their effectiveness within a whole school context.

Seven Steps of Writing has been successfully embedded into all classrooms. New teachers were trained and supported through succession planning to ensure a high level of consistency between teachers. Seven Steps of Writing support materials were purchased to keep consistency across the year groups.

Both L3 and Seven Steps of Writing influenced our Visible Learning goals. Staff worked towards using learning intentions and success criteria in all writing lessons and to conference with each student to ensure 100% of students had an individual goal within writing. While 100% of students had their goals it was clear that not all children could self evaluate against this goal. All classrooms also had visible displays of student growth inline with the writing clusters.

All children showed expected growth in writing on external measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external assessments.	L3 – \$4049	Using PLAN data to support our L3 inclusion, 87% of children met our expected growth measure. Within NAPLAN, all children met our expected growth.
100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed. .	Seven Steps of Writing TPL – \$580 SLSO support – Amorette	By the end of 2018 all students had individual goals within writing that they were working towards achieving. Children could not articulate their goal without being prompted.
By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
assessments.		
100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed.		

Next Steps

With the introduction of learning progressions our teachers will focus on having children's writing goals inline with this new tool. This will also mean visual displays will be changed to reflect this.

The school will continue to monitor L3 and Seven Steps of Writing through reflective TPL sessions focusing on these innovative practises.

As our children set their new writing goals the next step will be to teach them how to self evaluate their achievements towards these goals. This link will be made through our Visible Learning TPL.

Our writing data that has been collected across our learning community will be used to measure expected growth. The expected growth will be determined through three years of collected data.

Strategic Direction 2

Collaboration

Purpose

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

Overall summary of progress

In 2018 the school set out to further embed collaboration across our learning network (Valley of Small Schools). All staff attended the Term 2 SDD to unpack the benefits of collective efficacy, what makes a good team and to plan writing units of work for term 3. This SDD was the base for our lesson studies. 19 teachers across the VoSS completed the lesson studies which had a focus on "Engagement and Enrichment". There were 6 teams of teachers who collaboratively planned a lesson, one teacher volunteered to teach the lesson and then the team reflected on and adapted the lesson. The lesson was then taught in another school the subsequent day and then reflected upon by the team. This enabled teachers to collaborate within and across schools to ensure consistency of curriculum delivery that included differentiated learning tasks. Data collected from the teachers indicated that:

90% of teachers who completed the lesson studies stated they wanted to do them again.

Teachers noted that there was an 80% increase in student learning through this model.

Respondents wanted to know about exploring lesson studies in other subject areas.

All teachers noted the effect of collaboration on the enhanced outcomes of the children.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher collaboration within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgment.	SDD – Term 2 – Nil Planning Day – Nil SDD Term 3 – Nil \$2500 (staff release for lesson study)	All staff participated in SDD Term 2 to unpack collective efficacy, learn about lesson study model and compose unit of work. Planning Day – Teacher were released to compose finish composition of term 3 unit. All staff broke into teams and composed lesson for lesson study and / or completed composing unit of work. Lesson Study – 5 teachers from The Pocket School participated in the lesson study. Two teachers volunteered to teach the lessons. All staff

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher collaboration within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgment.		from The Pocket School stated that the lesson study model had a significant impact on their own teaching in terms of focusing on engagement and enrichment in their learning sequences.
Demonstrated growth of student outcome from base line VoSS base line data. is reflected the common assessment task.	Nil	VoSS baseline data indicates individual growth in writing for the pre and post assessment task.

Next Steps

VoSS Collaboration to focus on Enquiry Based Learning.

Modify lesson study model to suit enquiry based learning capacity building across the VoSS

Phase 1

Lesson sequence planning with lead teacher.

Lesson observations – Lead teacher to teach lesson 1

Reflect on lesson and refine.

Observing teachers to reteach lesson in their own context.

Teachers review lesson individually

Phase 2

Group review and reflect on lesson 1.

Familiarise with lesson 2.

Lead teacher to teach lesson 2 with observing teachers.

Reflect on lesson and refine.

Lead teacher discuss phase 3

Phase 3

Online collaboration.

Check ins with lead teacher.

Collaboratively develop units to engage students in enquiry based units in Science and Technology, Geography and History.

Grant proposal successful through Lighthouse Valley Learning Community to support above phases.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	23	28	30	27
Girls	26	30	30	32

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	96.1	86.8	89.2
1	92	82	90.1	84.2
2	93.4	92.3	91	90.8
3	90.3	96.2	92.6	86.6
4	91.3	94.8	94.8	90.6
5	94.4	89.6	90.5	92.6
6	92.9	89.3	87.7	91.7
All Years	92.4	90.9	90	89.1
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

Attendance rates are monitored every two weeks at a school level. Each classroom monitors attendance in accordance with the attendance policy and school procedures. Parents are contacted via phone or in writing to explain unjustified absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

The school has one Aboriginal staff member.

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

A variety of TPL took place in 2018. All TPL was aligned to our school plan or to support Voss projects. School based TPL was run on Thursday mornings.

One teacher completed their accreditation cycle.

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	76,679
Revenue	840,773
Appropriation	785,867
Sale of Goods and Services	3,842
Grants and Contributions	50,009
Gain and Loss	0
Other Revenue	0
Investment Income	1,056
Expenses	-813,251
Recurrent Expenses	-813,251
Employee Related	-727,705
Operating Expenses	-85,547
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,522
Balance Carried Forward	104,200

The school finance team attended several school finance meetings and workshops in 2018. This gave the school a greater insight in how to budget and use funds within the new budgeting tool and through SAP.

Following these meetings the finance team put procedures in place to meet every 2 weeks to discuss the school budget and to have a clear picture of the current financial status of the school.

The school used a proportion of its funds to employ a teacher for 4 days per week during semester 1. This was to allow for a succession plan due to a teacher reportedly moving towards retirement.

The school also purchased new furniture for one of the classrooms.

Money that has been rolled forward into 2019 will be used to fund a fourth classroom teacher to support the growing needs of our children. Other large amounts of money include funds to support asset purchases in 2019 such as a new lawn mower, more classroom furniture and ICT equipment.

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	622,494
Base Per Capita	11,602
Base Location	3,117
Other Base	607,775
Equity Total	45,284
Equity Aboriginal	5,755
Equity Socio economic	8,078
Equity Language	2,584
Equity Disability	28,867
Targeted Total	74,450
Other Total	10,216
Grand Total	752,444

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.

Within our year 3 cohort the school has scored about the state average in all aspects of literacy apart from Grammar and Punctuation.

There were only two children in our year 5 cohort in 2018. 50% of children in this cohort scored above the state average.

This data is not reliable due to the small cohort of children.

students from other schools as part of the Deadly Dancers program.

The schools numeracy results for year 3 continue to be on an upward trend. 2018 results show that the school sits at least 20 points above the state average.

There were only two children in our year 5 cohort in 2018. This means that data from this year is not reliable.

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.

The Pocket School had 75% of children who sat NAPLAN in the top two bands.. This is an increase of 37.5% compared to 2017.

Parent/caregiver, student, teacher satisfaction

Parent feedback suggests that the school needs to improve it's communication strategies regarding children's learning and event information. When asked how satisfied they were with the school 96% of respondents gave the school eight or more out of ten.

100% of staff rated the school as 9 or above in a general rating of the school. Staff saw our strengths being within the student well being area. One area that staff noted could be improved was through engaging parents in student learning or an understanding of what children are learning.

A survey of our children showed a varied results. 100% of K–3 children indicated a 10 / 10 for their overall rating of the school. Focus groups in year 4/5/6 will be needed to understand more about their survey results. Many children in these year groups indicated that they would like more to be done in the student well being space.

Policy requirements

Aboriginal education

Aboriginal Education continued to be a focus at The Pocket School. Initial investigations regarding the Broader Bundjalung Language and Culture program were made a plan to implement the program in 2019 were made. All aboriginal students have updated PLPs. Significant Aboriginal events were recognised at school. this strengthened culture and a greater understanding for both indigenous and non indigenous children. One Aboriginal student worked alongside

Multicultural and anti-racism education

Multiculturalism is embraced and celebrated at The Pocket School.

Multicultural perspectives are embedded across all facets of the school. This includes English texts and resources, creative and performing arts themes, music and performances, History and Geography contents and significant events at school such as Harmony day.