

Stockton Public School

Annual Report



2018



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Introduction

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

Pauline Smith

Principal (Rel)

School contact details

Stockton Public School

10 Clyde St

Stockton, 2295

www.stockton-p.schools.nsw.edu.au

stockton-p.school@det.nsw.edu.au

4928 1101

School background

School vision statement

Stockton Public School is committed to providing quality educational programs in an inclusive learning environment to enable each child to reach their full potential and become independent and productive members of society.

School context

Stockton Public School, established in 1861, serves a small diverse community of wide ranging socio-economic circumstances.

We have a current enrolment of 267 students Preschool to Year 6. This includes 22 Aboriginal/Torres Strait Islander students and 15 EAL/D students.

There is a dedicated staff providing quality teaching and learning programs for all students. Staff includes: The principal, 3 assistant principals, 7 class teachers, 1 preschool teacher, teacher librarian (3 days per week), learning and support teacher (3.5 days per week) and school counsellor.

The school has a strong focus on developing the whole child academically, socially, culturally and emotionally. Positive Behaviour for Learning (PBL), an evidence based whole school process, contributes to improving learning outcomes for each individual student. The staff actively encourages students to reach their full potential through a co-operative, caring learning environment and the use of technology to enhance the learning opportunities for each individual student.

Kindergarten to Year 6 programs include Best Start, whole school mathematics program, home reading, Language, Learning and Literacy (L3) program, Jolly Phonics, Daily 5, Fundamental Movement Skills program, sport and Crunch and Sip program.

A strong, active P & C supports the school in achieving its goals through an open and consultative partnership.

Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and scholarships as well as by assisting with working bees and supporting the school fete.

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.

The results of this process indicated that Stockton Public School is sustaining and growing in the areas of Learning Culture, Wellbeing, Reporting, Management Practices and Processes and; delivering in the areas of Curriculum, Assessment, Learning and Development, Data Skills and Use, Effective Classroom Practice, Professional Standards, Educational Leadership, School Planning Implementation and Reporting, School Resources and Student Performance Measures.

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

Successful Learners

Purpose

To provide a learning culture where students are independent successful learners achieving their full potential.

Overall summary of progress

During 2018, teachers participated in professional learning on differentiation and used continuum data to monitor achievement and gaps in student learning. This information was used to inform planning of teaching and learning, ensuring student needs were being addressed. A K – 6 assessment schedule was developed to ensure consistency in the timing and collection of data. A School Learning Support Officer (SLSO) was employed for 2 days per week to work with Aboriginal students in Literacy and/or Numeracy in areas identified as needing support or further development. The Learning and Support Teacher (LaST) was employed for an extra day per fortnight to provide additional support to targeted students. School Learning Support Officers were employed to support funded students and other targeted students through the implementation of teacher designed individual education plans. The programs and the School Learning Support Officer expectations were clearly identified in teaching and learning programs. A variety of resources, including computer programs, were purchased to support teaching and learning in the areas of English and Maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student growth in Reading and Writing (NAPLAN trend data). Currently: Reading: Yr 5 – 50%,		Growth in Reading for Year 5 was 69% and growth in Writing for Year 5 was 45%.
100% of teachers clearly understand and utilise assessments for learning, assessments as learning and assessment of learning in determining teaching directions and school performance levels.	QTSS Allocation Professional Learning – Teacher release to observe colleagues – 4 days (\$2000)	All students K– 6 have been tracked on continuums and the continuum data has been used to monitor achievement and gaps in student learning so that learning programs are at point of need.
Increase the percentage of students in the top 2 NAPLAN bands of Reading & Writing (Trend data). Currently: Reading: Yr 3 – 50%, Yr 5 – 27%		Students in the top 2 bands for Reading and Writing were as follows. Reading – Year 3 – 39.5% and Year 5 – 43.8% Writing – Year 3 – 26.5% and Year 5 – 3.3%

Next Steps

Continued focus on differentiation and explicit teaching in Literacy and Numeracy.

Formative assessment to be used to inform teaching strategies and drive student progress.

Learning goals for students are to be set regularly and collaboratively.

Strategic Direction 2

Dynamic Teaching

Purpose

To promote innovation in delivering explicit and engaging lessons and opportunities to improve student outcomes.

Overall summary of progress

During 2018 staff continued to participate in professional learning to enhance the delivery of Daily 5. Staff were provided with opportunities to plan lessons, team teach or observe, then reflect on lessons to improve practice. There was a continued focus on collaborative practice across the school with stages working on programming as well as being provided with time to meet as a stage to discuss consistent teacher judgement. Staff participated in SEFv2 professional learning to develop their understanding of the framework and assist with the analysis of the strategic directions. The development of cross stage teams was not achieved to the degree that it would be due to time constraints and other priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Lesson walkthroughs demonstrate growth in staff curriculum knowledge and pedagogy.	Professional Learning	Progressions were not used as originally planned.
Self analysis shows improvement in school growth against the SEF v2 in the domain of Teaching.	Professional Learning CTJ time QTSS	Teachers gained a deeper understanding of the SEFv2. All staff participated in the self assessment of the school against the SEFv2.
Student feedback and surveys indicate an increase in student engagement and challenge.	Professional Learning Executive meetings	All students were able to identify a known and trusted adult within the school.

Next Steps

Provide staff with authentic learning opportunities incorporating ICT, CCT and collaboration in lesson design and delivery.

Ensure professional development is underpinned by evidence-based research and that opportunities are provided for staff to collaborate in order to improve teaching practice.

Strategic Direction 3

Effective Leadership

Purpose

To promote an inclusive culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Overall summary of progress

2018 saw the introduction of a Junior PBL (Positive Behaviour for Learning) team. This team of students met fortnightly to discuss playground expectation concerns. The Junior PBL team presented a report at the fortnightly assembly, rotated through a playground roster to acknowledge positive playground behaviour and worked collaboratively to raise funds for charities throughout the year.

Staff participated in professional learning to increase understanding of how to include Aboriginal perspectives in teaching programs. Teachers completed Professional Development Plans that linked to the school plan and strategic directions. Parent participation in school activities increased with involvement in things such as the school PBL team and P & C activities. The biannual Spring Fair was held in November and was strongly supported by the local school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff actively engage in distributed leadership and professional growth to drive school improvement.	QTSS time \$660 – fee 2 hour after school PL Aboriginal background loading	All staff set individual PDP goals. Teachers participated in PL that was linked to the identified needs in PDPs.
Increased parental participation in educational decision making. Currently: 10%		Parents were provided with more opportunities to participate in their child's learning.
Records indicate increase in positive staff/family contact.		Parent contact was tracked on Sentral allowing staff to record communication for positive contact.

Next Steps

Continue to provide opportunities for community engagement and active partnerships with the school community.

Focus on wellbeing of students and staff with opportunities for success outside of the classroom (extra curricular activities). Increase staff knowledge of cultural competency to support all students and provide students with more opportunities to connect, thrive and succeed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Allocation 2018 – \$31090</p> <p>SLSO – 1 day per week (\$11,000.00)</p> <p>Course Fee 2 days casual relief (\$1,000.00)</p> <p>Aboriginal Mural (\$6,500.00)</p> <p>Weekly cultural group lesson Murrook P–6</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$8 000.00) 	<p>Personalised Learning Pathways have been developed for all Aboriginal and Torres Strait Island students from Preschool to Year 6 through consultation between teachers, parents and students. These were developed in Term 1, reviewed in Term 2 and adjusted if necessary and achievements celebrated during Term 4 at a special afternoon event.</p> <p>An Aboriginal Student Learning and Support Officer was employed to provide assistance to Aboriginal students in Literacy and Numeracy through in class support to enable improvement in learning outcomes.</p> <p>2018 saw the continuation of a weekly Cultural program for students K–6 through the employment of a worker from the Murrook Cultural Centre. A cultural awareness program was established weekly in the Preschool, providing students with an opportunity to explore language, culture, art and dance.</p> <p>Students in Cultural Group worked in conjunction with a local Aboriginal artist to design a mural for the school. This mural depicts the cultural heritage of the local Stockton area. These students also led NAIDOC week activities at the school this year and performed at Presentation Day with the school choir.</p>
English language proficiency	<p>Allocation 2018 – \$1292</p> <p>26 hours SLSO time (\$1,292.00)</p>	<p>Employment of a School Learning Support Officer to work with identified students on a language program developed by the classroom teacher which saw an improvement in their English proficiency and ability to fully engage in class activities.</p>
Low level adjustment for disability	<p>Allocation 2018 – \$26419</p> <p>SLSO time – 14 hours per week – Low level adjustment for disability (\$26,419.00)</p>	<p>Employment of School Learning Support Officers to successfully support students to engage in the full range of class and school activities.</p>
Quality Teaching, Successful Students (QTSS)	<p>2018 Allocation:</p> <p>0.486 staffing allocation</p>	<p>Funding supported collaborative practices allowing teachers to jointly plan and observe each other's lessons. Stage units of work have been written and executive staff have been provided with release to mentor teachers on their stage, either through team or parallel teaching, observation and feedback or through professional discussions around areas identified by the teachers.</p>
Socio–economic background	<p>2018 Allocation: \$54794</p> <p>Software programs to support Literacy and Numeracy) (\$8,500.00)</p> <p>Fee – Lifeskills wellbeing program K – 6 (\$11,000.00)</p>	<p>Funding was used in a variety of ways to support the educational outcomes of all students.</p> <p>Additional Learning & Support Teacher time (LaST), Teacher professional learning, Family assistance , Resources – Whole school computer based programs , Purchase of iPads and charging stations, Resources to</p>

<p>Socio-economic background</p>	<p>CTJ days – T1 & T3 – 6 casual days (\$6,000.00)</p> <p>Michelle Wages – Equity Funds (\$21,200)</p> <p>1 meeting per term – 20 days casual relief</p> <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	<p>support PBL, Welcome Afternoon Tea, and Teacher release for consistent teacher judgement days.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	134	138	136	130
Girls	135	134	135	111

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	93.8	94.1	93.6
1	94.1	93.4	93.4	93.6
2	94.2	94.2	94.6	95.6
3	93.6	93.5	94.8	94.4
4	93.4	95.2	94.7	92.3
5	93.2	94.8	94.4	92.6
6	92.6	91.1	92.4	94.4
All Years	93.8	93.7	94.1	93.8
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

Positive attendance habits and rates are encouraged and expected at Stockton Public School. Parents are asked to provide valid reasons for any absences and systems are in place to ensure this information is communicated within the expected time frame. SMS messages are sent to parents on the day of an absence. Reminder letters are sent home and parents are contacted if a child is absent for 2 consecutive days with no parent contact. Information regarding parental responsibilities in regard to attendance is communicated in each fortnight's newsletter. When a student is identified as an attendance concern, staff work with the student and family to develop an attendance plan, in consultation with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.39
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.62

*Full Time Equivalent

We currently have one member of the teaching staff and one SLSO who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

There are currently seven beginning teachers at various stages of completing accreditation. Each year the school is allocated funding to provide opportunities for professional development of staff. Professional learning focused on the strategic directions of the school and a number of compliance training requirements. All staff participated in updates of the Code of Conduct and Child Protection. All completed anaphylaxis and CPR training. All staff participated in Professional Learning in 'Daily 5', differentiation, benchmarking, trauma informed practice, SEFv2 and new syllabus.

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	348,754
Revenue	2,735,159
Appropriation	2,615,988
Sale of Goods and Services	46,226
Grants and Contributions	69,417
Gain and Loss	0
Other Revenue	0
Investment Income	3,528
Expenses	-2,673,389
Recurrent Expenses	-2,662,171
Employee Related	-2,388,563
Operating Expenses	-273,608
Capital Expenses	-11,218
Employee Related	0
Operating Expenses	-11,218
SURPLUS / DEFICIT FOR THE YEAR	61,770
Balance Carried Forward	410,524

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

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	1,871,346
Base Per Capita	54,192
Base Location	0
Other Base	1,817,155
Equity Total	186,473
Equity Aboriginal	31,090
Equity Socio economic	54,794
Equity Language	1,292
Equity Disability	99,298
Targeted Total	142,775
Other Total	334,960
Grand Total	2,535,554

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.

The 2018 literacy data shows the school's attainment levels in Years 3 and 5 as a result of taking part in this assessment process.

The 2018 numeracy data shows the school's attainment levels in Years 3 and 5 as a result of taking part in this assessment process.

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.

There was a small cohort of Aboriginal students in Year 3 (2 students) and Year 5 (6 students) in 2018. 3 of our Year 5 students and 1 of our Year 3 students achieved in the top 2 bands in NAPLAN Reading and 2 students in Year 5 and 1 student in Year 3 achieved in the top 2 bands in NAPLAN Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents indicated that:

Interactions between staff, students and families are caring, polite and respectful.

The school cares about the welfare of students.

They feel welcome at school events

Students indicated that:

They feel teachers were responsive to their needs and encourage independence with a democratic approach.

They feel they have someone at school who consistently provides encouragement and can be turned to for advice.

They feel classroom instruction is well – organised, with a clear purpose and with immediate feedback that helps them learn.

Staff indicated that:

Interactions between staff, students and families are caring, polite and respectful.

They are happy working at Stockton Public School.

They are provided with the necessary support to be able to do their job successfully.

Policy requirements

Aboriginal education

In 2018, Stockton Public School received Aboriginal background funding. Our school promotes Aboriginal Education through curriculum content as well as through targeted programs and initiatives. In 2018, Aboriginal and Torres Strait Island students, Kindergarten to Year 6, had the opportunity to attend a Cultural Awareness group for an hour per week with an Aboriginal community member from the Murrook Cultural Centre. A weekly cultural awareness program was established in our Preschool, where students are able to explore Aboriginal culture through language, art, songs and dance. NAIDOC Week was acknowledged through a variety of whole school events, including all students painting a paver to form the edging of our cultural garden.

A Student Learning Support Officer was employed to provide in class support for Aboriginal students on programs developed to improve learning outcomes. An Acknowledgement of Country was presented by Aboriginal students in both English and Gathang at all school assemblies and significant school events. We ensured Personalised Learning Pathways were developed for all Aboriginal and Torres Strait Island students to assist in maximising student learning and their achievements over the year were acknowledged at a 'Celebration of Learning' event in Term 4 which involved students, parents and staff.

Multicultural and anti-racism education

There is a focus on multicultural education in all areas of the curriculum, through the promotion of programs which develop the knowledge, skills and attitudes required for a culturally diverse society. The school places major significance on the delivery of programs which promote racial harmony and tolerance. Significant calendar dates, such as Harmony Day, were observed to increase student awareness. There is a trained anti-racism contact officer both staff and students can contact for any issues. The school's anti-bullying plan was updated and included expectations and strategies for dealing with racism.