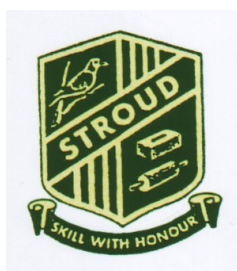


Stroud Public School

Annual Report



2018



3125

Introduction

The Annual Report for **2018** is provided to the community of Stroud Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Carolyn Bowman

Principal

School contact details

Stroud Public School

Erin St

Stroud, 2425

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

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

4994 5255

Message from the Principal

The year 2018 was a very different but rewarding year for both the school and myself. When reflecting on the year, it was very evident that the school and its community are very supportive and caring of each other. When there are challenging times everyone pulls together to get through and still make the learning of the students its priority.

In the first year of our three year school plan (2018–2020) the school team has confidently participated in all learning activities to ensure the effective implementation of our school plan. Our small schools Collegial Leadership Network (CLN) has developed the professional learning plan which will drive teacher quality and improvement over the three years.

A key feature of our work has been Quality Teaching Rounds (QTR) In the last two terms of 2018, Quality Teaching Rounds were implemented into our schools. Quality Teaching Rounds is a researched-based form of professional development for teachers that focuses on what happens in the classroom. Through classroom observation, coding, discussion, diagnosis and analysis teachers are able to collaboratively share knowledge and improve classroom practice. In 2019 we will reflect and revise our progress and make adjustments to improve the process. QTR will take place across our small schools again in 2019 with a focus on student success criteria, feedback and learning goals.

Our school P&C continues to support our school as we invest in technology for our students. The school thanks them for their tireless effort and their support of the school as we strive to give the children a wonderful learning environment.

As always the students of our school are our priority. Providing effective and challenging learning for all our students is our focus through our efforts to improve the quality of our teaching within all classrooms across the small schools network.

Carolyn Bowman

School background

School vision statement

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

School context

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

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

There are currently 86 students attending the school. Aboriginal students make up 3% of the school population. There are five teaching staff, three administration staff and one teaching principal.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

In the domain of learning and the element of curriculum, the school has continued to grow the strong alliances with other collegial network schools through the development of a future focussed learning program which will be implemented in 2019. A team of teachers from the small schools developed this program which enhances student and teacher understandings of the future focussed skills: creativity, critical thinking, collaboration and communication skills. This program is accessible across the network of schools through online storage and ensures consistency of the teaching and learning program across all schools.

In the domain of Teaching our project has been focused on Effective Classroom Practice and Learning and Development. In the element of Learning and Development teaching across the collegial leadership network has been enhanced through engagement in Quality Teaching Rounds. Through this process, teachers have engaged in professional readings, discussions and observations of classroom teaching practice to improve teacher knowledge and practice. In Effective Classroom Practice, the collaboration across the schools has provided the opportunity for teachers to use evidence based teaching methods to improve the outcomes for students..

In the domain of Leading within the element of Educational Leadership, our focus has been on building a high expectation culture. The Southern Teaching Principal collegial leadership network is now a well established and highly effective professional learning community which has a clear goal of continuous improvement of teaching and learning. Distributed leadership, mentoring and sharing of best practice are key features of this alliance.

Strategic Direction 1

Inspired Learning

Purpose

To engage all students in relevant and inclusive future focused learning activities to gain the skills required for life long learning – critical thinking, creativity, communication and collaboration.

Overall summary of progress

This strategic direction has the purpose of engaging all students in future focussed learning using the specific skills of critical thinking, creativity, collaboration and communication. To support this, the collegial Leadership network has established a team to lead the development of professional learning and teaching programs to specifically teach these future focussed learning skills. The semester one program is completed and is accessible to all teachers through their shared portal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Learning Students show improvement in the development of future focused learning skills from 2018 baseline data.	Three casual days for teacher release to work on the development of the future focussed learning skills program.– \$1542	The future focussed learning skills program has been developed and is ready for implementation in 2019. The initial focus will be on developing the understanding of the learning dispositions so that students have the mindsets needed to be creative and critical thinkers.
Leadership and Curriculum 100% of teachers demonstrate increased confidence and effective skills in successfully delivering quality future focused learning.	Professional learning was undertaken after school.	Teachers have engaged in professional learning around the future focussed skills of creativity and critical thinking. This professional learning was delivered by a teacher from our school who is a member of the team.

Next Steps

The future focussed learning program will be implemented in all schools from term one. To support the development of the teacher's capacity to implement the program, the CLN professional learning coordinator and committee members will ensure that there are opportunities for ongoing professional dialogue, learning and reflection.

Strategic Direction 2

Excellence in Teaching

Purpose

To develop the capacity of teachers to use explicit teaching and feedback strategies to improve student outcomes in literacy and numeracy.

Overall summary of progress

This purpose of this strategic direction is to develop the capacity of teachers to use explicit teaching and feedback strategies to improve student outcomes in literacy and numeracy. Quality Teaching Rounds have been implemented across the collegial network to improve teaching practice. Through this process teachers have engaged in professional reading, classroom observation, professional discussion and analysis and reflection of classroom practice. Most teachers at our school have participated in the process this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning and Development Lesson observations and reflections of Quality Teaching Rounds demonstrate improved explicit teaching skills and effective, targeted feedback evident in classroom practice.	Twelve days of release to conduct Quality Teaching Rounds– \$6168	During the initial Quality Teaching Rounds, professional dialogue and reflection showed that teachers are engaged in focusing on specific teaching areas that need to be improved. Teachers have also implemented new strategies using learning intentions and success criteria in their lessons.
Effective Teaching Practice In the School Excellence Framework element of professional standards the school moves from delivering to sustaining and growing in the theme of literacy and numeracy focus.	Six days of release for teachers to develop, refine and reflect on their teaching–\$3084	This year, professional learning has been facilitated to build teachers' understanding of effective strategies in the teaching of literacy. Through quality teaching rounds, teachers are developing their proficiency in this area.

Next Steps

Quality Teaching Rounds will be refined over the next year to focus on developing explicit teaching skills using learning intentions, success criteria and feedback in the area of writing and numeracy. All teachers will code all the quality teaching elements but will have a focus on deep knowledge, deep understanding, explicit quality criteria and substantive communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,248	<p>All Aboriginal students have a personalised learning pathway (PLP) developed in consultation with parents and carers.</p> <p>SLSO implemented Multilit and learning goals were achieved for the students in the program.</p>
Low level adjustment for disability	\$31,704	<p>All students requiring adjustments and learning support are catered for within classroom programs.</p> <p>A learning and support teacher provides individual learning programs to identified students throughout the year.</p> <p>All staff tracked and monitored data on literacy and numeracy continuum identifying students in need.</p>
Quality Teaching, Successful Students (QTSS)	\$16,033 • Quality Teaching, Successful Students (QTSS) (\$1 542.00)	Funds were used to provide additional professional learning to support the achievement of the school's strategic directions.
Socio-economic background	\$89,348	<p>A learning and support teacher provides individual learning programs to identified students throughout the year.</p> <p>Funds were used to provide additional professional learning to support the achievement of the school's strategic directions.</p>
Support for beginning teachers	\$13,786 • Support for beginning teachers (\$1 542.00)	Release for beginning teacher to engage in additional professional learning with a focus on classroom observations.
Professional learning	\$8,422	A professional learning coordinator was engaged across the collegial leadership network to facilitate professional learning for this alliance.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	47	41	44	42
Girls	54	52	49	42

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	93.3	93.3	93.8
1	93.6	93.3	94.5	90.7
2	94.2	95.2	90.8	92.2
3	93.9	94.6	94.1	94.6
4	92.2	89.4	93	96.1
5	92.2	91.2	92.9	92.6
6	93.9	91.6	91.5	92.2
All Years	93.3	92.5	92.8	93.2
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

Stroud Public School has developed attendance guidelines document to be implemented in 2019. The guidelines explains procedures for all staff to follow. All rolls are marked on Sentral by recess. Attendance concerns are followed up by the principal and once a term attendance data is sent to the HSLO. Regular attendance reminders are provided to parents through the newsletter. Letters of attendance concerns are sent home when required and referral to HSLO is made if concerns continue.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2018, staff participated in professional learning aligned with the school plan. Most teachers at the school were involved in Quality Teaching Rounds across terms three and four. Professional learning introducing staff to the literacy and numeracy progressions was presented. Targeted staff also participated in Best Start training for Kindergarten. Mandatory training was undertaken throughout the year in CPR, Code of Conduct, Child Protection, anaphylaxis and asthma training.

One temporary teacher on staff is working through teacher accreditation while all other teachers are maintaining 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	104,909
Revenue	1,013,521
Appropriation	973,241
Sale of Goods and Services	3,913
Grants and Contributions	34,728
Gain and Loss	0
Other Revenue	0
Investment Income	1,638
Expenses	-958,063
Recurrent Expenses	-958,063
Employee Related	-868,809
Operating Expenses	-89,253
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,458
Balance Carried Forward	160,367

In line with the department's financial policy requirements Stroud Public School :

- has established a budget/finance committee to share decision making and to make recommendations
- has planned a budget
- controls and monitors revenue and expenses within the planned budget
- shares financial matters with the school's parent bodies and
- identifies any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

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	755,398
Base Per Capita	17,983
Base Location	6,822
Other Base	730,593
Equity Total	127,299
Equity Aboriginal	6,248
Equity Socio economic	89,348
Equity Language	0
Equity Disability	31,704
Targeted Total	0
Other Total	16,046
Grand Total	898,743

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.

In reading and writing our school in year three performed above state and statistically similar school groups (SSSG). In spelling and grammar, year three performed below state but above SSSG. In year five, in reading, writing, grammar and spelling students performed below state but above SSSG.

In numeracy year three performed above both state and statistically similar school groups and in year five our school, performed just below state but above SSSG.

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.

According to departmental guidelines in line with privacy and personal information, the school cannot report on the Premier's priority for Aboriginal students because of the small cohort. However there was 39.13% of the total cohort who achieved the top two NAPLAN bands in reading and numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of students, parents and teachers about the school. In 2018 students in year 4,5, and 6 participated in the 'Tell Them From Me' survey, parents filled out a parent's satisfaction survey and teachers provided responses in a forum group.

Some of the student responses are presented below:

- 97% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 89% of students are interested and motivated in their learning
- 100% of students try hard to succeed in their learning
- 82% of students say they have friends at school they can trust and who encourage them to make positive choices

There were only a few parents who returned the survey. Areas that these parents found great about our school were the nurturing and supportive staff and environment, very high educational standards, the use of modern technology and good levels of sport and outdoor activities.. Some improvement areas were to

do with bus travel and the organisation of the physical environment.

In the focus group, teachers expressed their satisfaction with the environment of collaboration and support that is evident in our professional learning activities. They also identified the supportive and high expectations culture at our school as being important in the success of our students. Staff see an area for improvement is continued learning in the use and teaching of digital technologies.

Policy requirements

Aboriginal education

Stroud Public School received Aboriginal background funding in 2018. The funds were used to support aboriginal students with their learning through:

- development and implementation of aboriginal student's Individual Learning Programs
- extra teacher release to participate in professional learning in the areas of future focussed learning and Quality Teaching Rounds which will develop teacher quality and have an impact on the outcomes of all students
- Acknowledgement of Country is used at whole school assemblies and presentation night
- provision of learning support in literacy and numeracy by the learning and support teacher
- collaboration with Bucketts Way Community of Schools to discuss school plans with aboriginal leaders

Multicultural and anti-racism education

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

- All classroom teachers ensure that multiculturalism is a fundamental value taught and that culturally inclusive teaching strategies are implemented. This has been embedded in the units of work which have been developed for science, history and geography.
- All our programs foster students' understandings of culture, cultural diversity, racism and being a good citizen within our society.
- One staff member is currently trained as an Anti-Racist Contact Officer.
- The school is committed to zero tolerance of racist discrimination.
- Tolerance and harmony towards each other has been a part of the school culture and is reflected in our behaviour code.

Other school programs

Student leadership

Our school parliament is continuing to develop

leadership skills for our year six students. Again in 2018 each teacher had responsibility for a portfolio. The ministers liaised with their teacher to implement programs and bring motions back to parliament for consideration. When parliament convened the student body voted on motions to decide on actions and events that could improve the school community and environment. Some of their achievements include bringing awareness to the student body of recycling and not wasting our power and water , organising sport equipment and sporting competitions at school, having responsibility for the noticeboard at the front of the school, organising and running cake stalls and delivering school newsletters to the local shops in town each week. Leadership opportunities in 2018 included:

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

Positive Behaviour for Learning

Positive Behaviour for Learning was sustained throughout 2018. We continued to build on our four core values of respect, responsibility, caring and fairness. The communication card continues to build relationships between home and school. The ministers decide on the merit awards for each fortnight and are responsible for their promotion at daily assemblies. This consistent approach to student welfare across the school is reflected in 96% of students achieving satisfactory or above on their communication card every term.