

Stuart Town Public School

Annual Report

2018



3127

Introduction

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

Stuart Town Public School is committed to creating a harmonious, positive environment, which is inclusive, engaging and supportive. The school staff are committed to developing individual strengths, a love of learning and the capacity to achieve through catering for each child's emotional, social and academic needs and development.

School context

Stuart Town Public School is a small rural school located mid way between Dubbo and Orange. In 2018 there were 16 students enrolled from Kindergarten to Year 6 with 7 girls and 2 boys in the cohort, with 37% identifying as Aboriginal.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required.

Students are provided with extensive opportunities to participate in programs that support engagement through music, digital technologies, Wiradjuri Language, performance and the arts.

The school has a committed staff with a mix of experienced and early career teachers who share a strong interest in best practice and delivering an effective pedagogical approach.

Stuart Town Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring 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.

In 2018 the 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.

In Term 1 of 2018 a substantive principal was appointed to Stuart Town Public School.

All staff participated in mandatory training and teaching staff engaged in professional learning relating to Learning, Teaching and Leading. One teacher commenced L3 Training (Kindergarten) to enhance Literacy and Numeracy delivery within K-3 and the School Administration Manager (SAM) participated in workshops directly linked to the implementation of SAP to support and streamline office and whole school management.

Stuart Town Public School continued to implement targeted mathematic groups as active participants in Building Numeracy Leadership (BNL) with the support of an Instructional Leader employed through the Early Action for Success (EaFS) initiative.

Students have been involved in a variety of opportunities to support learning and engagement throughout 2018 including weekly Wiradjuri Language lessons, facilitated by teachers from the Language Nest (TAFE), Wellington Eisteddfod, Wellington Show, Debating within the context of OneSchool delivery, Music delivered by staff at Orange Conservatorium of Music with Euchareena and Mumbil Public School (Term1), Primary excursion to Perisher Valley, Infants overnight excursion to Burrendong Sport and Recreation Camp, Tennis lessons Swimming lessons, a Country of Study (Poland) sponsored by the local Country Woman's Association (CWA), NAIDOC Day, Harmony Day, 100 Days of School celebration, International Talk Like a Pirate Day, Book Week celebration as well as the Books in Homes initiative.

In the domain of **Learning**, the school continued to focus on the elements of well being, curriculum and learning. The positive behaviour of learning language is firmly established within the school community with all students articulating the ethos of Safe, Thinking and Polite. These expectations have continued to be successful due to the positive approach and demonstrated understanding from staff, students and community of this initiative. This has continued to impact within the school through increased student participation in extra curricula activities and their ability to develop and maintain positive and respectful relationships with each other as well as in the broader community. Within the area of curriculum and learning, all teaching staff developed a Professional Learning Plan that is aligned with the teachers' goals, school plan and the school vision. Staff worked collegially with 6 other small schools as a part of the OneSchool network to plan,

program and deliver units of work which encompasses Video Conferencing (VC) fortnightly so that students can share their knowledge and further consolidate relationships.

In the domain of **Teaching**, staff have developed their capacity through effective classroom delivery. Staff met on a regular basis within the school as well as with other staff from Dubbo Small Schools (Term 1&2) and the local Community of Schools (CoS Group). These meetings provided us with the opportunity to work together and focus on effective classroom practices, data skills, and use, collaborative practice, learning and development and professional standards in the teaching domain. Through the successful implementation of innovative curriculum programs and teaching practices, has further developed deep knowledge, understanding and skills of students. Practices are embedded for parents to be active participants who understand the learning progress of their children and how to effectively support them through student's Personal Learning Plan meetings, parent information sessions and regular information and communication through the weekly school newsletter. To develop school planning projects, Stuart Town Public School has analysed school performance data and a range of other contextual information and is aware of trends in student achievement.

In the domain of **Leading the school** is recognised as Sustaining and Growing in most elements as a result of the range of extra-curricula school offerings for students development. There is a plan in to place for 2019 to streamline school reports that reflect current trends and expectation. Parents and community members are encouraged and welcomed to be a actively involved in all school-related activities and they feel positive about the educational provision that are made for their children. We have existing links with our closest small schools Mumbil Public School and Euchareena Public School as well as participating in the One School Network. The school plan has addressed the development of leadership skills in teaching staff and students with a specific focus on Stage 3 students. Teachers are given the opportunity to lead various projects such as sporting activities, school excursions and organise community engagement activities. As a result, student participation was high in all activities and teachers further developed their skills in leadership, organisation, time management and communication.

The self-assessment process will assist the school to refine the 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

Student Learning and Engagement

Purpose

The purpose is to actively engage all students in meaningful and challenging educational experiences through personalised and differentiated learning programs. The goal is to meet the standards as outlined by the Premier's Priorities relating to student educational improvement and wellbeing. Staff aim to support students to become authentic, socially respectful, responsible citizens within their local communities.

Overall summary of progress

Goals for 2018 were to continue to provide students in meaningful, authentic learning experiences and to develop leadership opportunities for students in Stage 3. Through the Early Action for Success (EAfS) initiative Stuart Town Public School have continued to focus on embedding Language, Learning and Literacy Programs into Kindergarten – Year 3 area. There has been significant progress for students through the implementation of these strategies. Through data collection and analysis, staff have monitored student achievement and demonstrated growth using the new Literacy and Numeracy Progressions as well as school-based assessments and benchmarking. Staff have accessed professional learning opportunities to improve teacher capacity to ensure best-practice was taking place within the school.

The school has fully implemented Personalised Learning Pathways for all students to ensure formal collaboration between all stakeholders takes place at least once a semester.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will be achieving stage appropriate learning outcomes in Literacy and Numeracy and demonstrate greater than or equal to growth in NAPLAN results.		
Increased student engagement and wellbeing.		

Next Steps

In 2019 Stuart Town Public School will

- students will further develop technological skills through explicit teaching of STEM
- utilising the Stem share kit that will arrive for Term 3 2019 to engage students in Robotics
- purchase robotic resources after returning the STEM Share kit after establishing most appropriate and engaging robots.
- continue to invite and involve all stakeholders and community members to actively participate in school events.

Strategic Direction 2

Professional learning and collaborative practice.

Purpose

The purpose is to promote, build and sustain the professional learning of all staff members with a focus on data analysis and best practice.; and develop collaborative community partnerships between local small schools and interagency groups.

Overall summary of progress

Stuart Town Public School's 2018 goals for Professional Learning and Collaborative Practice were identified for all staff to implement and facilitate best practice delivery of syllabus content with a specific focus on Literacy and Numeracy. The school commenced 2018 with a new substantive Principal and a beginning teacher. This has impacted positively with the students, staff and school community. Staff have undertaken training in L3 Kindergarten, Building Numeracy Leadership and 7 Steps to Writing to further develop most effective strategies for student engagement and growth. Staff have used Literacy and Numeracy Progressions to track students learning and identify where to next to have the maximum impact on academic growth. Through professional conversations and sharing of resources amongst staff, including Instructional Leader students have increased their reading and comprehension levels. Student's Writing did not demonstrate the growth that was expected but staff will continue to drive effective modelling and strategies to foster a greater impact on learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the capacity of staff to use data to better inform best practice in their teaching and learning.		
Increase the number of effective partnerships and learning alliances.		

Next Steps

In 2019 Stuart Town Public School will:

- staff will continue to develop their professional capacity by participating in Professional Learning supports their PDP and School goals.
- continue engaging in Early Action for Success with a new Instructional Leader
- staff member will participate in Kindergarten OPL L3 and commence Stage 1 L3.
- staff will continue to be involved in Building Numeracy Leadership (OPL)
- staff to engage in professional learning to support the explicit teaching of robotics.
- continue to work collaboratively within the local CoS Group as well as maintain links with Dubbo/Wellington Small Schools.
- refine PBL matrix and purchase resources to reflect and highlight school expectations
- seek professional learning for most effective feedback for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio-economic background		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	6	6	6	9
Girls	7	4	4	6

Student enrolment has increased by 33.3%.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	94.1	92.6	88.1
1	94.1	96.2	95.2	82.9
2		96.5	97.8	93.7
3	97.4		97.4	95.8
4	85.7	98.9		89.3
5	99.3	96.8	97.8	
6	96.7	95.3	100	94.2
All Years	95.7	96.4	96.1	89.8
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		94.1	94	93.5
3	94.1		94.1	93.6
4	94	93.9		93.4
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	93.9	93.9	93.4

Management of non-attendance

Student attendance at Stuart Town Public has decreased slightly due to chronic sickness but is celebrated through termly and annual awards to students with 100% attendance.

The school policy for attendance specifies that parents are to be contacted if their child/ren is absent for two consecutive days. This policy will be revisited in 2019 in collaboration with stakeholders to consolidate an understanding of the importance of regular attendance at school.

The school liaises with the Home School Liaison Officer and team to ensure processes are in place for any attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*Full Time Equivalent

Stuart Town Public School has four staff members with the Principal and Classroom Teacher identify as being of Aboriginal background.

There is a permanent School Administration Manager (SAM) who is shared 5 days a fortnight between Stuart Town Public School and Euchareena Public School.

A School Learning Support Officer (SLSO) is employed 5 days per fortnight to ensure there is a second person on site. This staff member has been employed at the school for 17 years.

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

In 2018 Stuart Town Public School had two teaching staff members.

The Teaching Principal is Proficient and the Classroom Teacher is working toward completing her accreditation.

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	24,910
Revenue	369,491
Appropriation	359,466
Sale of Goods and Services	932
Grants and Contributions	9,010
Gain and Loss	0
Other Revenue	0
Investment Income	83
Expenses	-394,211
Recurrent Expenses	-394,211
Employee Related	-348,208
Operating Expenses	-46,003
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-24,720
Balance Carried Forward	190

In 2018 Stuart Town Public School commenced with a new substantive Principal and a new Classroom teacher.

There was a Finance Meeting between the SAM and the Principal monthly to discuss and review expenditure of funds. During one of these meetings, a discrepancy of a significant amount money in sick leave was noticed. This was reported to two Director, Educational Leader and the auditor. To date, the funds are yet to be reimbursed but the school is still pursuing the funds.

The 2019 budget for Stuart Town Public School was planned to allow sufficient funding for utilities and expenses such as ongoing termite fumigation/control and ongoing tree lopping to minimise danger for all staff and students. There is a plan in place to employ a K-2 teacher 3 days a week as well as identifying professional learning goals for staff to align with PDP's. To ensure continuity for students, this teacher will also be utilised for Principal Professional Development/Learning to minimise any disruption for the school.

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	283,427
Base Per Capita	1,934
Base Location	7,257
Other Base	274,236
Equity Total	28,907
Equity Aboriginal	7,673
Equity Socio economic	10,411
Equity Language	0
Equity Disability	10,823
Targeted Total	0
Other Total	7,635
Grand Total	319,968

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.

As a small school, any data in the section would identify specific student achievement in NAPLAN.

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Parent/caregiver, student, teacher satisfaction

In 2018, parents, students and staff of Stuart Town Public School were surveyed to identify attributes (strengths and areas of need) of the school. Staff were also given a copy of the Principal Standards and were asked to plot the Principal anonymously on the framework. There is evidence of continued improvement of culture within the school, in particular the opportunities for extra-curricula activities such as sport coaching from a qualified Tennis professional, Music lessons from staff at Orange Conservatorium, combined swimming and athletic carnivals and shared experiences with local small schools.

The participation and engagement levels of students and parent community attendance at internal and external school events supports their noted satisfaction with the direction the school is in.

There was a high level of representation in activities from all stakeholders, such as Stuart Town ANZAC Day Ceremony, Wellington Eisteddfod, NAIDOC Day, 100 days at School, Books in Homes Assemblies, Walk-a-thon, Book Week, Swimming and Athletic Carnivals and P&C monthly meetings.

Continued improvement in communication through comprehensive newsletters and the school's social media page on Facebook provided platforms for stakeholders to be informed about upcoming events as well as celebrating and sharing student success.

Staff at Stuart Town Public School are willing to participate and coordinate various events that contribute to all student experiences from a one night stay at Burrendong Dam for K-2 students and a 3 day trip to Perisher Valley Snowfields. Their attendance at all school events is a continued testament to their pride in the students and broader community spirit. All staff meet regularly to share knowledge and strategies and to address Work Health and Safety concerns within the school.

Policy requirements

Aboriginal education

The school continued to support and increase all students in developing increased knowledge of Aboriginal awareness and culture throughout 2018. Stuart Town Public School utilised 2 staff members throughout the year to plan and facilitate 45 minute weekly Wiradjuri Language lessons to all students. This was funded through The Language Nest in Dubbo. These lessons incorporated retelling traditional stories,

introducing an increased vocabulary of Wiradjuri dialect through explicit modelling, song and dance.

Stuart Town Public School hosted NAIDOC Day for 2 other small schools and participated in a wide range of activities. There was a meeting held for community consultation and there were 80% of students represented at the meeting.

Multicultural and anti-racism education

Students participated in units of work throughout the year linked to different countries, regions and cultures around the globe. Our students participated in the Country Woman's Association (CWA) to complete projects relating to the country of study for 2018 which was Poland. Through this study, students developed increased knowledge and appreciation of the traditions, food, religion, geography and architecture of Poland.

There was a celebration for Harmony Day where multicultural diversity was celebrated.

Multicultural and anti-racism perspectives were implemented and integrated through Literacy, History, PD/H/PE and community events.