

Stuarts Point Public School

Annual Report



2018



3643

Introduction

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

Stuarts Point Public School is committed to creating independent lifelong learners who develop resilience and perseverance through a growth mindset.

We offer a wide range of quality learning opportunities where students develop a love of learning in a culture of high expectations. Curiosity, independence, creativity and critical thinking are fostered while the wellbeing of our students is fundamental throughout the learning journey.

As high quality teachers we are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

School context

Stuarts Point Public School is a small school located on the Mid North Coast of NSW.

Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 157 which is well below the state average of 100. We have an ATSI student population of 32%.

The school is supported by the SBAR equity loading: Socio-economic and Aboriginal background. Early Action for Success (EAfS) is a feature. This strategy combines high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. Evidenced based programs such as TEN and L3 in Kindergarten and Stage 1 are a priority.

Our school motto "To Greater Heights" is continually emphasised as all students are encouraged to be self-directed lifelong learners, where every child is supported and empowered.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

The school has an active P&C and a proud tradition of meeting the community and state-wide educational needs of students for over 125 years.

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. This 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.

Learning

In the domain of Learning our evidence shows that we are Sustaining and Growing in *Curriculum and Assessment*. All staff have engaged in regular weekly meetings where teaching and learning activities have been co–planned, co–taught and co–reflected on. The English and Mathematics syllabus have been unpacked and used to inform classroom practices that are targeted to responsively meet the needs of each student. The collection and analysis of PLAN 2 data across the school has enabled staff to use observable behaviours to capture information about student learning. This data is then used as a lens to view the English and Mathematics syllabus so that staff can use this to inform their teaching and refine their practice.

We are Delivering across the other elements. In *Learning Culture* our school has focused on using the Personalised Learning Plans (PLP) process to build high expectations relationships. In *Wellbeing* our school used the Tell Them From Me surveys completed by students, parents and staff to measure and inform how we are working towards providing a school environment that supports all of our students connecting, succeeding, thriving and learning. In *Reporting and Student Performance Measures* the school has collated, shared and analysed internal student data. Staff have also begun to familiarise themselves with the new SCOUT platform to analyse NAPLAN results.

Teaching

In the domain of Teaching we are Delivering in all of the elements. This is reflective of the significant change in teaching staff during 2018. In *Effective Classroom Practice* teaching staff have worked elbow to elbow with an Instructional Leader to co–plan, co–teach and co–reflect on evidence–based programs and lessons. In *Data Skills and Use* teachers have adopted PLAN 2 to monitor student progress, K–6, along the National Literacy and Numeracy Progressions. In *Professional Standards* all staff have been supported to achieve their professional goals as a part of the Performance and Development Framework (PDF), accessing teacher professional learning both internally and externally. The element of *Learning and Development* involved teachers developing their expertise and innovation through using the STEMShare kits and support resources.

Leading

In the domain of Leading our evidence continued to show that we were at Sustaining and Growing for *School planning, implementation and reporting*. The leadership team has actively supported all staff to share and monitor impacts of change caused by the implementation of the School Plan. This has been embedded into regular staff meetings as well as specifically focused on once each term. The sharing of classroom and teacher practice artefacts has enabled staff to show how their core business at school intentionally and purposely works towards addressing the School Plan's strategic directions and improvement measures.

We are Delivering across the other elements. In *Educational Leadership* the leadership team have worked closely with new staff members so that the culture of high expectations and community engagement evident at our school has continued. In *School Resources* the leadership team have worked collaboratively with all staff so that physical learning spaces and technology have been used flexibly and effectively to support student learning outcomes. The *Management Practices and Processes* have involved all staff learning and using new tools and platforms, including EBS and SAP.

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

Resilient, Successful Learners

Purpose

To develop resilient, successful literacy and numeracy learners who are reflective, developing a growth mindset to learn, adapt and become responsible citizens who flourish now and in future years.

Overall summary of progress

2018 is the first year in this school plan cycle. There was 1 new temporary teaching staff and a series of casual staff engaged to replace a classroom teacher. These, as well as existing staff, have been involved in driving SD1.

The changeover in data platforms from PLAN to PLAN 2 and SMART to SCOUT, have demanded staff to up-skill. This has involved professional learning about the National Progressions delivered in-house. Staff have also been directed to online training modules targeting the use of SCOUT to analyse current NAPLAN data for our Year 3 and 5 cohorts.

The areas of student agency and literacy and numeracy skills are being developed and refined with different focuses throughout K-6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show significant improvement in engagement with their learning, understanding how they learn and their ability to self regulate.	see funds from Key Initiatives	We implemented 'Hattie's 10 Mindframes for Visible Learning' and effective feedback techniques. <ul style="list-style-type: none">• All staff participated with the Small School CoS collegial group in professional learning• All staff were involved in follow-up discussions and chose 2 areas to monitor and further develop• Some staff transferred this learning into the classroom setting with feedback being a common theme Staff focussed on developing Student Agency with a different focus for each class: <ul style="list-style-type: none">• K/1 used a chilli value system to evidence degree of difficulty of task;• 2/3/4 introduced Daily Five where students self monitor tasks;• 4/5/6 concentrated on pre- and post-self-reflections
SCOUT literacy and numeracy value added data indicates a movement towards sustaining and growing in K-3, 3-5 and 5-7.	see funds from Key Initiatives	The Instructional Leader led processes to monitor data which is used to inform teaching and learning. <ul style="list-style-type: none">• Collegial IL meetings as well as staff meetings have been used to focus on the Progressions and PLAN 2• CTJ involving a whole school writing task in Term 1 and followed up by IL again in Term 4 for all classes• Staff from 2/3/4 and 4/5/6 used PLAN RFF to work across stages and collaboratively look at student work samples and plot using the progressions• Explicit conversations about how the syllabus needs to be used to target activities for literacy and numeracy development (progressions provide the observable behaviours)

Next Steps

- Staff to work collaboratively to refine frameworks / scaffolds which can be introduced in Kindergarten and built on through to Year 6. This would need to be supported through explicit teaching of student agency skills, where a common language and support documents (like posters) are used K–6. This needs to be communicated to our parent community broadly (newsletter and website) as well as a specifically during PLP and other parent meetings (including P&C)
- Further professional learning opportunities to support staff, including the informed and effective use of PLAN 2 and SCOUT as evidenced by classroom programs
- Staff and students use the ACARA capability frameworks and Learning Maps to build student agency and efficacy

Strategic Direction 2

Inspired, Collaborative Teachers

Purpose

To develop highly expert, inspired teachers who show collaborative and reflective practice, demonstrating personal responsibility in order to improve student learning through evidenced based strategies.

Overall summary of progress

2018 is the first year in this school plan cycle. There was 1 new temporary teaching staff and a series of casual staff engaged to replace a classroom teacher. These, as well as existing staff, have been involved in driving SD2. There has been considerable disruption to the milestones for this strategic direction due to changes in personnel.

The leadership team established clear processes and timelines to guide milestones towards effective implementation of the school plan. Staff were encouraged to collect and present data evidence which linked to our milestones and School Excellence Framework 2 (SEF2).

Instructional Leadership continued to support all staff K–6. The use of regular weekly collaborative meetings continued and a record kept to record refinement to practice. This included evidence based pedagogy and included regular coaching and feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use the Australian Professional Standards for Teachers (APST) to reflect on and refine their teaching practice ensuring that evidence based pedagogy is embedded K–6.	see funds from Key Initiatives	Staff, teaching and non-teaching, have become more familiar with the Performance and Development Framework. <ul style="list-style-type: none">• All staff developed a PDP but the process is still new to some non-teaching staff• Condensed timeframes had to be used to accommodate changes in personnel• Some teaching staff linked their goals to the Australian Professional Standards for Teachers (APST) while others started to engage with this document for the first time• Staff participated in professional learning (PL) through a flexible delivery model
School self evaluation against the School Excellence Framework 2 (SEF 2) indicates a movement from delivering to sustaining and growing in the <i>Teaching</i> domain element of <i>Learning and Development</i> with a focus on collaborative practice, feedback, expertise and innovation.	see funds from Key Initiatives	Collaborative meetings have continued with the IL and teaching staff during music time. The co-plan, co-teach and co-reflect model has been used. <ul style="list-style-type: none">• Staff have been introduced and encouraged to use the spiral of inquiry to support rigorous, targeted teaching• The IL has continued to model philosophies of Growth Mindset and Learning Pit with staff and students during lessons. Feedback practices are becoming more embedded <ul style="list-style-type: none">• K/1 utilised a traffic light rubric for Maths;• 2/3/4 introduced exit slips;• 4/5/6 continued to consolidate teacher to student, student to teacher and student to student feedback using sticky notes

Next Steps

- Teaching staff to use AITSL self-assessment tool to analyse teaching practice and use results to inform PDP goals

- Develop whole school feedback strategies so that students are introduced in Kindergarten and then have these developed and refined throughout their learning up to Year 6.
- Ensure feedback strategies are multidimensional – teacher–teacher, teacher–student, student–teacher, student–student across all stages
- Reflect on current collaborative meetings – continue to build working relationships that focus on teaching rigour and intentionality building High Expectations Relationships
- Increase opportunities for consistent teacher judgement (CTJ) across and within Stage levels

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31 400	<p>Students supported in learning outcomes through Home Play club, resulting in positive attitudes to schooling and therefore increased attendance rates for our 4/5 cohort when compared to state norms.</p> <p>Stronger Smarter philosophies implemented across all facets of school and High-Expectations relationships built upon.</p> <p>Students were supported through Personalised Learning Plans (PLPs) at key intervals throughout the year.</p> <p>Reports prepared for AECG meetings.</p> <p>SLSO support for wellbeing and tiered interventions.</p>
Low level adjustment for disability	0.2 FTE + \$7 500	<p>Targeted support provided through L&S team processes for tiered interventions.</p> <p>Teachers supported with rigorous processes to collaboratively build staff capacity to plan and differentiate programming and pedagogy.</p> <p>Nationally Consistent Disability Data collection processes.</p> <p>Staff participated in key professional learning eg: Positive Partnerships.</p>
Quality Teaching, Successful Students (QTSS)	0.095 FTE	<p>A School Administrative Officer (SAO) was employed to support the School Administrative Manager (SAM) in financial administration.</p>
Socio-economic background	0.1 FTE + \$80 200	<p>Executive were released to drive milestones in our school plan which included student learning and staff mentoring.</p> <p>Staff supported with data collection and analysis which includes monitoring Progressions in five week cycles to inform teaching and plan for learning.</p> <p>Community partnerships are strengthened through the employment of a Community Liaison Officer (CLO).</p> <p>Students were supported by tiered interventions including speech from School Learning Support Officers (SLSO) and Innovative programs like 'Big School' continued.</p>
Early Action for Success (EAfS)	0.4 FTE	<p>Instructional Leader funded at DP level through Early Action for Success provided staff with mentoring, coaching and targeted professional learning.</p> <p>Staff participated in Language, Learning Literacy (L3) Kindergarten and L3 Stage 1.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	25	25	22	20
Girls	30	36	30	37

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	95	96.5	87.7
1	90.4	91.6	96.3	84
2	97.7	93.3	91	93.1
3	95.1	95	91.7	89
4	96.5	95.4	95.1	93.8
5	98.2	92.5	94.1	95.8
6	92	95.2	91	91.6
All Years	94.4	94.1	93.7	90.6
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

Staff take a proactive approach to encourage and celebrate regular attendance. We implement attendance incentives through our 'Notebook' attendance file, give weekly rewards via a raffle ticket system and students receive daily acknowledgments and 100% term certificates. To address the management of non-attendance, regular reminders are included in the newsletter including tips for parents and students. We use a phone intervention system for students who are away 2 consecutive days. Procedures are set up for staff to monitor attendance with an 'Absence Monitoring Sheet' which includes a process to follow with supporting documents. All information is easily accessible on the server. We have a designated SAO who collects and monitors data.

Class sizes

Class	Total
K_1	20
2_3_4	23
4_5_6	19

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

We value the strong contributions made by ATSI staff, both in a casual and voluntary capacity.

We employ a school chaplain for five hours a week to run our Peer Support program. He is also available to support staff, student and community relationships. This program is funded under the National Schools Chaplaincy Program.

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

All staff completed a PDP which included goals, identified professional learning or resources and a record of the types of evidence to be used in achieving their professional goals. All staff, including teaching and non-teaching, attended a combined Macleay Valley Staff Development Day during Term 3 where they were able to choose their own professional learning linked to their PDP goals.

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	444,971
Revenue	918,892
Appropriation	895,976
Sale of Goods and Services	0
Grants and Contributions	16,740
Gain and Loss	0
Other Revenue	0
Investment Income	6,176
Expenses	-826,688
Recurrent Expenses	-826,688
Employee Related	-764,247
Operating Expenses	-62,441
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	92,204
Balance Carried Forward	537,176

Stuarts Point Public School's financial management processes are in line with Department of Education financial guidelines and requirements

To meet these requirements our school has the following financial management processes and governance structures in place: Stakeholders meet on a regular weekly basis to review finances. During 2018 this has included an analysis of SAP reports and also the EFPT. This budget review ensures resources are being allocated responsibly.

Key funding Initiative information is shared with the P&C.

We carried over unspent funds due to unavailability of quality staff to run key programs in 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	629,579
Base Per Capita	10,055
Base Location	14,136
Other Base	605,388
Equity Total	153,006
Equity Aboriginal	31,429
Equity Socio economic	90,633
Equity Language	2,584
Equity Disability	28,361
Targeted Total	0
Other Total	73,613
Grand Total	856,198

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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Our Instructional Leader completed a thorough in-school analysis of NAPLAN 2018 using the new SCOUT platform. A comprehensive document analysing this data, looking for trends and future directions is compiled and discussed with all staff. It is interesting to note that student data is still related to the Literacy and Numeracy Continuums. It is important to note that the graphs and tables are not as clearly labelled as they were in SMART.

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.

Stuarts Point Public School completed paper NAPLAN assessments during 2018. Six students in both Year 3 and Year 5 sat the NAPLAN Assessments and due to the low cohort size, data is limited. Therefore school means and deviations from SCOUT are used to inform our analysis, although trend data can be heavily influenced by the results of a single student.

Five of our Year 5 students are matched students from Year 3 to Year 5.

Year 3

- Students performed in Bands 2, 3, 4 and 6 in Reading. The majority of students, 50% achieved a Band 4, with the remaining students spread relatively evenly in Bands 2, 3 and 6. This is similar to the 2017 student cohort.
- In Writing, students were placed in Bands 1–5. The school cohort had 50% of the students in Band 5, which was 17% higher than the Statistically Similar School Group (SSSG) and 25% higher than State.
- Spelling NAPLAN scores over time report from SCOUT shows that the positive shift seen in 2017 has continued. The average score for 2018 was 384.8, which is moving towards the high peak of 2015, average score of 394.2.

Year 5

- Students placed across Bands 3, 4, 6 and 7 in Reading. Students have not placed in Band 5 since 2015.
- In Writing, students performed in Bands 5 and 6. This is the fourth year that there has been an absence of students in the lowest Band 3. When looking at the student growth report, three of the students achieved above their expected growth in Writing.
- The student growth report for Spelling shows that 4 of the students had above expected growth, including 2 students which had similar growth in Writing.

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	30.4	26.1	13	26.1	4.3

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	4.3	8.7	8.7	30.4	34.8	13

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	13	26.1	47.8	4.3	8.7

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	15.8	26.3	0	31.6	10.5	15.8

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10.5	15.8	26.3	15.8	31.6	0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	10.5	52.6	36.8	0	0

School data for Numeracy was also analysed using SCOUT but again due to the low cohort size in 2018, data is limited.

- Year 3 Numeracy SCOUT data 'Percentage of Students in Bands' show students equally placed in Bands 2–4. There has been a continuous absence of student cohorts in Band 1 since 2014.
- In Numeracy the Year 5 cohort have not been placed in Band 8 since 2011. In 2018 all students performed in Bands 4–7, which is the same pattern as 2017. 50% of the students were in Band 6.
- The Student Growth Report for Numeracy again shows 3 students who have achieved above expected growth.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	17.4	47.8	21.7	8.7	4.3

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.3	21.1	26.3	21.1	26.3	0

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

- Only a small number of Aboriginal students sat NAPLAN in both Year 3 and Year 5. Due to the low cohort size, data is limited and unable to be reported due to privacy protocols.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Stuarts Point Public School (SPPS) utilised the 2018 Learning Bar 'Partners in Learning Parent Survey' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The radar chart (see image 'Perspectives of Parents') compares these results with those of other NSW government schools in each reported area. The results have been converted to a 10–point scale, where 10 shows strong agreement and 5 is a neutral position.

Parents generally feel welcome at SPPS with an overall score of 8.3 out of 10 which is higher when compared with the state norm of 7.4. 'The school's administrative staff are helpful when I have a question or problem' scored the highest at 9.1 and 'I can easily speak to the school principal' at 8.8. When comparing the data to the previous year all scores decreased.

The results indicated that parents are well informed with a score of 7.7 compared to the state norm of 6.6. Our highest rating of 8.4 was 'If there were concerns with my child's behaviour at school, the teachers would inform me immediately'. An area we could focus on could be to inform parents 'about opportunities concerning my child's future' which scored 7.2.

A significant number, 79% of parents, rated themselves as not being involved at school. This increased 24% from our 2017 data.

Our lowest area in 2018 showed parents supporting learning at home at 7.3 which is an area for future growth, although this is still higher than the state norm of 6.3. Talk at home about how important schoolwork is rated at 6.0.

The survey indicated that parents believe the school supports learning by encouraging students to do his or her best work and taking an interest in their child's learning at 8.3 and 8.1 respectfully.

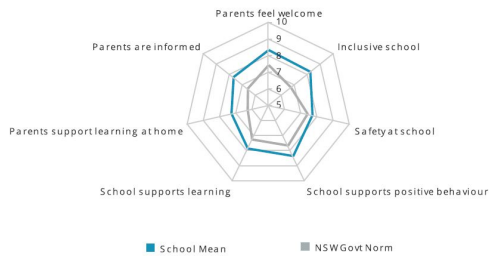
Parents feel that the school supports positive behaviour with clear rules and behaviour expectations which scored 8.8.

Parents consider Stuarts Point to be an inclusive school with staff actively helping students who require extra

support at 8.5.

The results of the parent survey represent an increased percentage from 8 surveys completed in 2015 to 29 completed in 2018. This reflects 82% of our school community. All school norm scores were well above state government norms.

This report provides results based on data from 29 respondents in this school who completed the Parent Survey between 20 Sep 2018 and 25 Sep 2018.



Policy requirements

Aboriginal education

The Aboriginal Education and Training Policy and the Partnership Agreement between the Department and the NSW Aboriginal Education Consultative Group Incorporated provides a framework for Aboriginal Education in our school. Aboriginal perspectives are imbedded into teaching and learning programs throughout the year and are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

At Stuarts Point Public School we are committed to being Strong and Smart. The Stronger Smarter Institute has worked with over 834 schools across Australia with the vision of creating communities where people are strong in culture, strong in identity and are able to enjoy prosperous, safe and healthy lives. The Stronger Smarter Approach builds a strong positive identity for children and their families through High Expectations Relationships. It asks everyone to take responsibility for change. More information can be found on the Stronger Smarter website at <http://strongersmarter.com.au/>

The 'Stronger and Smarter' philosophy is a key driver as we promote High Expectations Relationships. The practice of sharing respectfully through the structure of the circle is embedded in most classrooms and other tools like check-in and check-out are used to build respectful relationships within our school community.

Our school had a number of Aboriginal workers and volunteers who provided positive role models to students throughout the year. All classes engaged in activities that recognised and celebrated significant national Indigenous events.

National Sorry Day offered the opportunity for us to acknowledge and reflect on the impact of the policies of forcible removal on Australia's Indigenous populations. Each class learnt the song 'Stand Together' by Australian Songwriter Paul Bonner Jones and invited our parents and community to join us in singing together at a whole school assembly.

National Reconciliation Week was commemorated with class discussions regarding significance and history then students worked together to complete a whole school art project. Class 2/3/4 began reading and viewing Dreamtime stories in English, then discussed how stories can be written as words and drawn as illustrations, as well as spoken through voice. Students created their own Dreamtime stories using illustrations to demonstrate a place or event.

NAIDOC activities focused on the theme: 'Because of Her, We Can'. Students participated in a special tree planting activity. NAIDOC celebrations are held around Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Each class came together to plant a bush tucker tree to celebrate the link that indigenous women have with the land and their culture. This year's theme celebrates the contributions and roles that women have made both locally and across Australia.

Traditional Indigenous Games (TIG) are timetabled as a part of Friday sport sessions during Term 3. These games, endorsed by the Australian Sports Commission, come from a range of places and people across Australia. Students sampled a range of ball and running games and we encouraged parents to participate, helping us to learn more about Aboriginal culture and promote happy healthy students. Students have interesting discussions about what materials would have been used in the original games as compared with the improvised version.

World Oceans Day was attended by 350 students from seven mid North Coast schools. Our students undertook a series of activities including local Indigenous calendar art, weaving, dance, language and heard traditional local stories. The day was supported by the Unkya Local Aboriginal Lands Council, Go4Fun and Ready Mob.

We thank Ritchie Donovan who supported the Yarrahapinni Festival where we ran a mini-Olympics focusing on a Pentathlon of activities. His specialist coaching to our Little Athletics students in a range of track and field disciplines is invaluable and continues 'Promoting Social Inclusion through Sport' by not only training and skills but mentoring as well.

Scott Mieni, Aboriginal Community Police Liaison Officer, called in to play football with our students as well as taking the opportunity to have mentoring conversations. The donation of a 'blues' state of origin football was appreciated by all.

The collaboration and development of genuine partnerships between parents/carers and the school is supported through our PLP process. All key stakeholders are able to meet and develop goals using the school 'Stronger Smarter' PLP plan. Specific goals increase Aboriginal students' attendance, participation and engagement in learning.

Funds from Aboriginal Equity focused on improving the quality of teaching and learning for Aboriginal students. A School Learning Support Officer (SLSO) was employed to assist with Home Play Help. Specific goals

from PLPs were used to increase Aboriginal students' attendance, participation and engagement in learning.

Aboriginal students, their friends and family, were encouraged to attend community events and competitions run during the year.

Multicultural and anti-racism education

Multicultural perspectives are embedded in the teaching and learning programs within the classroom context in order to foster acceptance and celebrate cultural diversity. Inclusivity is encouraged with all students while cultural differences are promoted and shared.

Harmony Day was celebrated during March. This year's theme was 'Growing Together in Harmony' and students came together in the afternoon to share stories about books from all over the world and to participate in a Rug Reading Challenge. Many parents joined their children and we thank them for their support in promoting cultural diversity. Harmony Day is just one of the many ways we celebrate our students and the diverse families that make up our school.

Yet again, our school enthusiastically entertained the CWA at their recent Poland International Day. K/1 sang traditional music while 2/3/4 danced in costume. 4/5/6 representatives presented a digital account explaining local information and traditions. Thank you to the ladies from the CWA for hosting the day and donating money to the school that will go towards a book for the library.

Students are exposed to eating foods from different cultures through various canteen special food days and our 'Kids in the Kitchen' program.

The Multicultural Public Speaking Competition was implemented as both an in class and extra curricula activity. Students prepared speeches discussing the importance of acceptance and compassion towards others.

We greet each other in the morning by saying hello in another language and use song and lyrics in music to teach language and culture.

One staff member completed professional learning to become our Anti Racism Contact Officer (ARCO) while another staff member commenced their training.

Stuarts Point Public School continues to promote multicultural values and upholds a culture of acceptance and understanding.