

St Clair Public School Annual Report



2018



4531

Introduction

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

Dale Bruce

Principal

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School background

School vision statement

“Safe, Respectful, Learners Strive to Achieve at St Clair Public School”

Our vision is to provide an inclusive, engaging and nurturing learning environment that inspires confident, creative problem solving leaders and responsible citizens.

St Clair Public School is committed to providing an inclusive education in the pursuit of excellence, within an engaging and nurturing environment where every child and adult are provided with high quality teaching and learning experiences that inspire the development of confident, creative and innovative individuals, critical thinkers and problem solvers, leaders and responsible citizens for the 21st century.

School context

St Clair Public School is located in Sydney's western suburbs and has an enrolment of 282 students. This includes a 5 class support unit that caters for students with intellectual disabilities and students with autism. In addition, mainstream classes integrate students with disabilities.

The St Clair community represents a broad range of socio-economic levels. 8% of the students are Aboriginal or Torres Strait Islander and 36% from language backgrounds other than English.

In the Best Start assessments the students perform significantly below state means in most areas of Literacy and Numeracy. In NAPLAN the students perform slightly below state means but their growth from starting school to Year 5 is significant in Literacy and continuing to improve in Numeracy.

The school focus is on improving student learning outcomes by providing quality teaching and learning experiences. Quality programs give all students the opportunity to enrich their learning and succeed at the highest level through debating, public speaking, verse speaking, choir, cooking, gardening, creative arts, technology, dance and various sports. Students are engaged in real-life learning through the use of a range of resources and teaching strategies including Interactive whiteboards, iPads, computers, coding and robotics equipment, a fully equipped kitchen and large school vegetable garden. The school enjoys community support and parents are encouraged to enter into a partnership with the school staff based on shared responsibility and mutual respect. The school aims to achieve effective learning and good discipline in a productive and harmonious environment, where children understand school expectations and take responsibility for their own learning and behaviour.

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 school's on-balance judgement in the domain of **Learning** is *Sustaining and Growing*. There is demonstrated commitment within the school community that all students make learning progress and that partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support successful transitions and seeks to collaborate with parents of students whose continuity of learning is at risk. Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. Well-developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning to increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. The school's value-add trend is positive.

The school's on-balance judgement in the domain of **Teaching** is *Sustaining and Growing*. Teachers collaborate across teams to share curriculum, data, feedback and other information about student progress and achievement, to inform the development of evidence based programs and lessons, which meet the needs of all students. A whole school approach to effective and positive classroom management is evident. Support is provided where needed, ensuring optimum learning. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and professional development plans to identify and monitor specific areas for development or continual improvement. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teacher collaborate with staff in other schools to share and embed good practice.

The school's on-balance judgement in the domain of **Leading** is *Sustaining and Growing*. Professional learning in the school emphasises developing effective instructional leadership, management and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Technology is effectively used to enhance learning and service delivery. Strategic financial management is used to gain efficiencies and to maximise resources to implement the school plan. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

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

Active, Informed and Creative Citizens

Purpose

To promote well-balanced and healthy citizens who are active, creative and critical thinkers.

Overall summary of progress

The introduction of coding and robotics was a key initiative this year. The school was successful in obtaining a \$35,000 grant in association with Schools Plus and IMC. Ten staff undertook beginner teacher training in coding through IMC and they became the foundation in building staff and student knowledge. Grant and school funding allowed for investment in technology such as laptop banks available per stage, iPads, robotic devices and staff training.

All students were introduced to coding and robotics programs as part of the library program and some staff began implementing coding within their classrooms. Students participation in BEBRAS, focussing on computational thinking resulted in credit and merit results. Our school included the wider community in coding and robotics through our TOPSTEPS days and student demonstrations in Education Week and Kindy Orientation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students who are critical thinkers, creative and innovative problem solvers who have developed skills to be productive citizens.	\$30000 – Resourcing for STEM teaching.	100% of students have commenced learning experiences using coding allowing for them to begin developing critical thinking, creative and innovative problem solving.
100% of teachers are designing, creating and implementing future focused learning experiences.	\$6000 – staff training	10 staff undertook beginning teacher coding training. 100% of staff involved in in-school professional learning focusing on bringing coding into the classroom.
Increase in the number of students in the top two bands in NAPLAN.	Professional Learning Funds. School Learning Support Officer staffing allocation.	Year 3 NAPLAN results indicate an increase in the number of students in the top two bands in literacy and numeracy. Year 5 NAPLAN results indicate an increase in some areas of literacy.

Next Steps

There will be a continued focus on implementing coding into the classroom to support the achievement of syllabus outcomes and develop future focussed skills within our students.

Additional staff will undertake beginner coding training and previously trained staff will undertake advanced coding training. In-school professional development will upskill staff in the use of robotic resources, planning and programming to increase knowledge of all staff. Staff will undertake collaborative learning sessions in the implementation of effective teaching practices for coding in the classroom.

Students from K to 6 will continue to develop future focussed learning skills as more aspects of their learning utilises coding and associated activities to meet syllabus outcomes. A coding club will be formed to offer higher level opportunities to students that are excelling with the intention of them becoming peer mentors. We will be working closely with UTS with our stage 3 students as a part of their "Girls in STEM" program.

We will continue our relationship with IMC and UTS throughout the year.

Strategic Direction 2

Quality Teaching and Learning

Purpose

To promote evidence based pedagogy in a flexible and innovative learning environment to improve student outcomes by meeting the needs of diverse learners.

Overall summary of progress

In 2018 the Early Action for Success (EAfS) program underpinned teaching and learning in K – 2 in terms of improving literacy outcomes through targeted professional learning and explicit teaching. All K – 2 teachers including support teachers underwent intensive professional learning in L3. Kindergarten teachers also underwent professional learning for *Effective Reading Instruction in the Early Years of School* which emphasised the importance of decodable texts and the sequential teaching of phonics. Year 3 – 6 teachers continue to use strategies in their classroom from Focus on Reading 3 – 6.

This year all teachers began using PLAN 2 to update data in the target areas of Creating Texts and Additive Strategies. Teachers undertook comprehensive professional learning regarding PLAN 2 and how to use it. Data from PLAN 2 was used to plan for targeted teaching and "where to next?" for all students. Learning Talks were implemented to discuss student progress and highlight where targeted intervention was required. Additional learning and support officers were employed to support student learning through targeted programs including Macquarie Lit, designed to improve literacy skills for Years 3 – 6 students.

In 2018 SCPS was involved in intensive professional learning provided by Early Action for Success called Building Numeracy Leadership. Initiatives that came from the professional learning included teachers conducting number talks with their students, teachers developed a deeper understanding of the NSW Mathematics Syllabus and a greater understanding of programming for working mathematically.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers demonstrate increased use of evidence based pedagogy to identify and address the learning needs of all students.	\$40000 professional learning	PLAN 2 was updated for all K–6 classes including support classes. The new SENA's were used for formative assessment when required. PLAN 2 data was used for handover information. Nominated staff participated in EAfS professional learning for Building Numeracy Leadership which provided professional learning to all staff throughout Term 3 & 4. 80% of teachers participated in professional learning about number talks and were planning and implementing number talks with students by Term 4.
Increase number of students in Years 5 & 3 in top two bands in literacy and numeracy.	Instructional Leader staffing allocation.	Year 3 NAPLAN results indicate an increase in the number of students in the top two bands in literacy and numeracy, from 2017. Year 5 NAPLAN results indicate an increase in reading. Other areas remain consistent.
All classrooms will utilise flexible, innovative learning spaces.	\$30000 library refurbishment	Stage 3 classes are utilising flexible learning spaces as a part of the coding and robotics program. Library space refurbished to maximise learning spaces. All staff have started the process to learn and understand flexible learning spaces, with some classes implementing spaces as a part of their

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classrooms will utilise flexible, innovative learning spaces.		numeracy sessions.

Next Steps

The school will continue to self fund participation in the *Early Action for Success* program. A classroom teacher will be employed to release an AP to fill the role as Instructional Leader. The Instructional Leader next year will continue to provide high quality professional learning to all K–6 teachers including support teachers, to improve learning outcomes for all students. Staff will continue to utilise the *Learning Progressions* to track, monitor and plan for student learning.

The K–2 literacy teaching will be based on pedagogy based on L3 and strategies from *Effective Reading Instruction in the Early Years of School* including explicit teaching of phonics and the use of decodable texts. For literacy intervention, *Macquarie Lit* will continue to be used with the Year 3–6 students. *Mini Lit* will be investigated as an intervention tool for K–2 students in the area of literacy.

From participation in *Building Numeracy Leadership* in 2018 teachers will begin to use rich mathematical investigation for numeracy lessons teaching the mathematics syllabus through working mathematically.

Professional learning in 2019 will be provided in the form of 2 hours per fortnight in a collaborative learning session led by the Instructional Leader to encourage teachers to learn, plan and teach collaboratively.



Strategic Direction 3

Purposeful Leadership

Purpose

To promote a school environment where purposeful leadership amongst students, staff and parents achieves positive outcomes for all.

Overall summary of progress

Throughout 2018 student leadership was developed in a variety of ways. A Peer Play program was established in collaboration with the AP LAST co-ordinator. Student leaders completed a formal training program and evaluated their performance after conducting peer play sessions with selected students from Year 1. This program occurred across terms 2, 3 and 4. Formal procedures for student elections were developed for appraisal. Across the STEPS schools, student leadership was developed through a one-day training program for Stage 2 students, which was initiated and implemented by St Clair school staff.

Staff leadership was encouraged through school planning committees where responsibility for setting milestones and gathering evidence of achievement was distributed amongst staff. In the latter half of the year, staff professional learning was centred around the Respect, Reflect, Reset program where staff were encouraged to reflect on their own practices in relation to interactions with others. Focus on NESA requirements led to staff showing leadership to ensure that reporting outcomes were directly linked to each syllabus area.

Parent leadership was encouraged through increased opportunities for participation in school activities and events as well as improved opportunities for parents to communicate with the school. This was demonstrated through parent responses to surveys and regular, informal meetings with the principal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents demonstrate high level leadership skills, promoting opportunities for all to achieve their potential.	Professional Learning Funds.	All staff have participated in decision making processes through involvement in committees and strategic plan teams. Individual teachers and groups of teachers have led professional learning sessions across curriculum areas. The implementation of the <i>Peer Play Program</i> has promoted strong student leadership skills across Stage 3 students. The number of parents attending P & C meetings, coffee and chat sessions and other events remains consistent. Improvements to playground areas have been planned after consultation with students and staff.
Established processes ensure the ongoing success in meeting required educational department compliances.		All staff meet departmental requirements in terms of accreditation.

Next Steps

Successful programs such as the Peer Play program and the development of leadership skills among the SRC will continue to be run within the school to develop student leadership. Our intention for 2019 is to also broaden the opportunities for student leadership within the school by developing leadership skills across a broader range of areas such as Library Monitors and Sports Captains. In addition, we aim to refine the understanding of what a student leader is, moving from undertaking roles and responsibilities to becoming more actively involved in school planning and development.

Staff leadership roles have been extended through non-executive leadership of curriculum committees which will oversee the delivery of curriculum across the school. We also aim to build a greater awareness of the leadership roles and opportunities that occur across the school through the use of a shared platform (SENTRAL). There is an increased interest amongst staff to conduct teach-meet sessions which allow for leadership to be demonstrated through sharing of pedagogy.

Parent leadership opportunities within the school are to be more targeted, with parents invited to assist with specific groups and/or classes. In addition we aim to encourage parents to share skills for the completion of specific tasks across the year. Further links to our different cultures within the community are to be explored and developed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20000 (Flexible Funding) • Aboriginal background loading (\$2 000.00)	Teacher release for the development, implementation and monitoring of personalised learning pathways for all Aboriginal and Torres Strait Islander students. Juniors AECG formed from across the STEPS community to share ideas and activities happening in each school. Construction of a bush tucker garden and yarning circle as a part of the Stephanie Alexander Kitchen Garden. Stepping Up Together day across the STEPS school to showcase Aboriginal culture with all aboriginal students participating.
English language proficiency	\$23000 (Flexible Funding)	Targeted students K – 6 received additional support through the learning and support program.
Low level adjustment for disability	\$104000 (1.0 Staffing Allocation) \$41000 (Flexible Staffing)	Students worked with <i>Learning and Support</i> teachers and <i>School Learning Support Officers</i> receiving individual or group assistance in Literacy and numeracy. These programs included the introduction of multi-lit, along with differentiated literacy and numeracy programs for students K – 6.
Quality Teaching, Successful Students (QTSS)	(0.59 Staffing Allocation)	Weekly timetable release was provided for executive staff to work along side staff to enhance their capacity to achieve student learning outcomes, with a focus on literacy and numeracy.
Socio-economic background	\$181000 (Flexible Funding)	The Instructional Leader supported K – 2 students and staff in delivering L3 programs through explicit teaching, data analysis and professional learning. The tracking of student achievement and subsequent use of data to drive planning was significant in ensuring targets were achieved.
Support for beginning teachers	\$4100	On-going support provided for one beginning teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	140	138	152
Girls	141	135	131	131

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93	92.7	89
1	92.1	94.6	89	93
2	92.2	94.3	93.8	90.7
3	90.2	93.2	91.7	92.4
4	92	94	92.6	90.3
5	93.4	94.8	92.5	92.2
6	93.7	96.7	91.8	92.9
All Years	92.5	94.4	92	91.4
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

School procedures and processes are in place to monitor student attendance at St Clair Public School. Class rolls are monitored weekly by the Deputy Principal and attendance concerns are addressed with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.29
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	7.52

*Full Time Equivalent

One teacher identifies as being of Aboriginal heritage.

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	30

Professional learning and teacher accreditation

In 2018, all staff completed mandatory training in Child protection, Code of Conduct, Complaints Handling Procedures, CPR and Anaphylaxis training. A team of 10 teachers undertook training in coding and robotics. This was funded through a grant received through the School's Plus Foundation and IMC. K – 2 staff continued professional learning in regard to L3. A team of teachers participated in professional learning revolving around building numeracy leadership, and then conducted a series of professional learning sessions for all teachers. Three members of the executive team completed the *Art of Leadership* course.

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	335,170
Revenue	4,335,657
Appropriation	4,200,286
Sale of Goods and Services	20,528
Grants and Contributions	111,197
Gain and Loss	0
Other Revenue	0
Investment Income	3,647
Expenses	-4,146,113
Recurrent Expenses	-4,146,113
Employee Related	-3,794,923
Operating Expenses	-351,190
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	189,544
Balance Carried Forward	524,714

Significant purchases in 2018 include:

- \$30000 toward the refurbishment of the school library
- \$20000 toward updating technology including the purchase of laptops and iPads

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	2,002,502
Base Per Capita	57,670
Base Location	0
Other Base	1,944,832
Equity Total	370,905
Equity Aboriginal	20,993
Equity Socio economic	181,410
Equity Language	23,179
Equity Disability	145,323
Targeted Total	926,704
Other Total	765,340
Grand Total	4,065,451

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

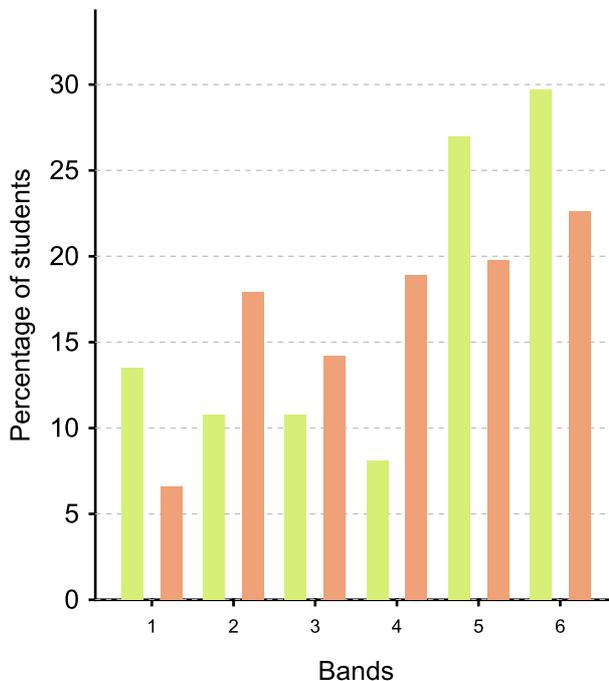
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

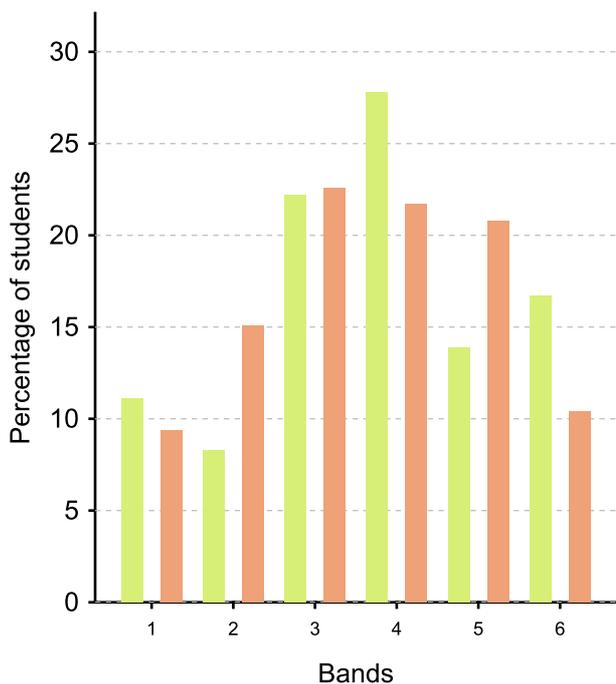
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Please refer to the My School website for more detailed information and analysis of literacy performance.

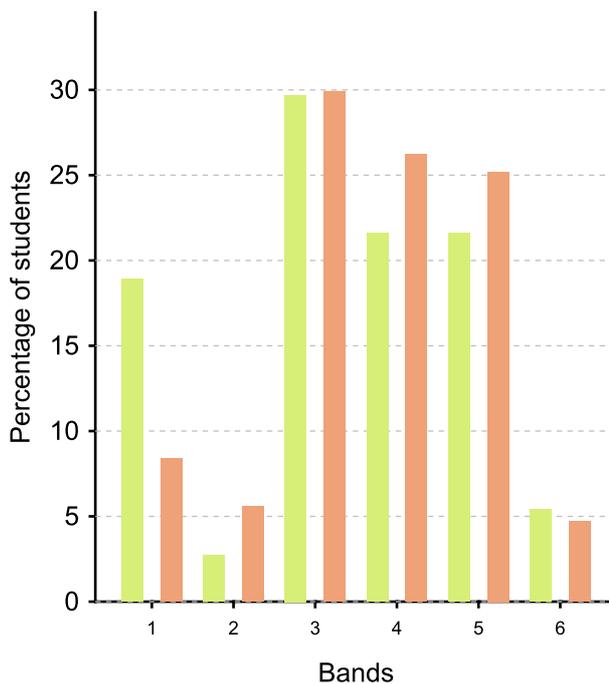
Percentage in bands:
Year 3 Spelling



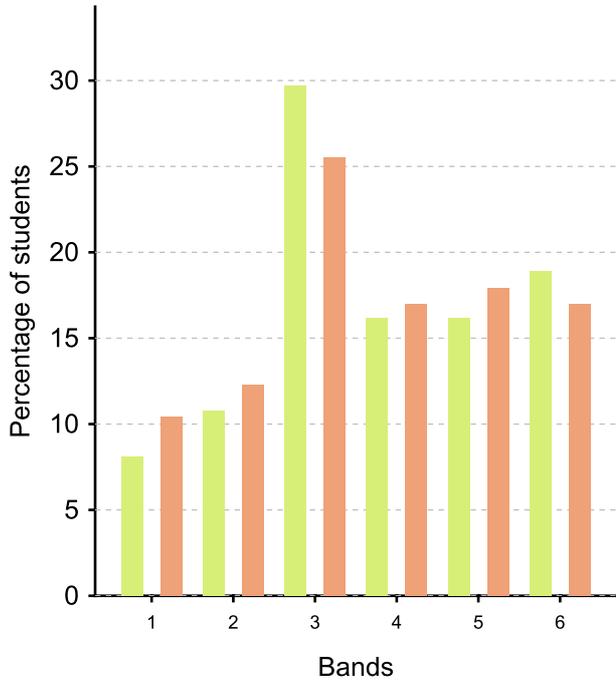
Percentage in bands:
Year 3 Reading



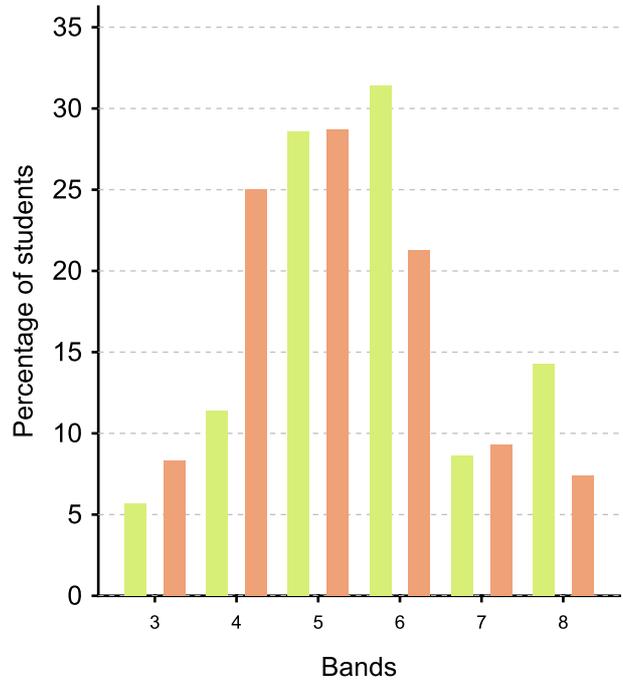
Percentage in bands:
Year 3 Writing



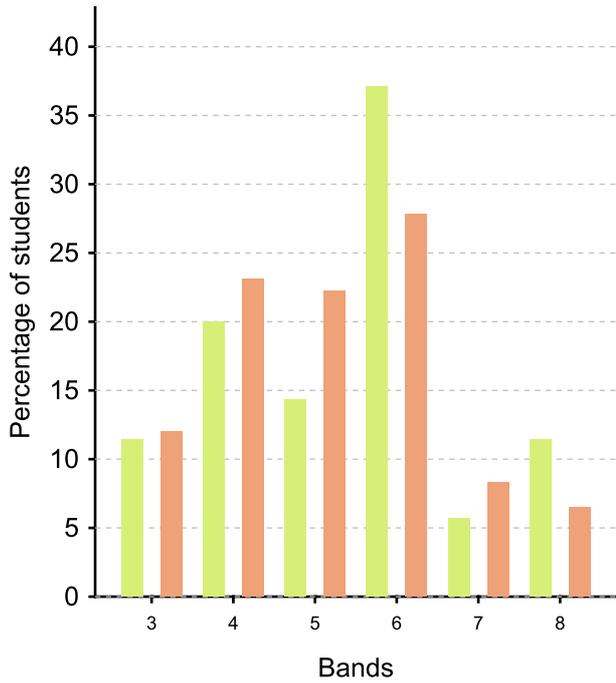
Percentage in bands:
Year 3 Grammar & Punctuation



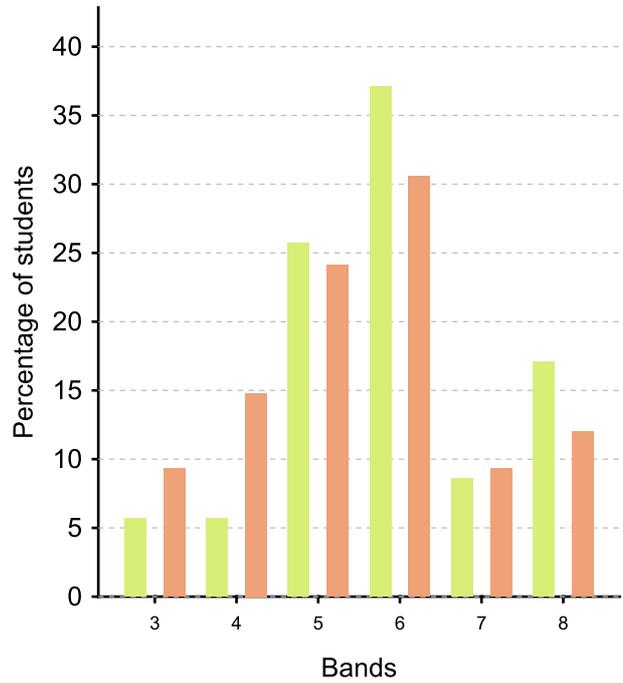
Percentage in bands:
Year 5 Reading



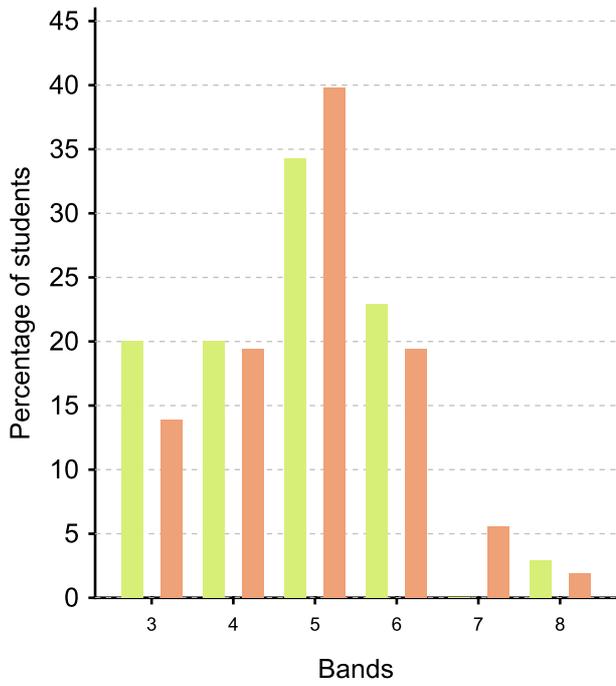
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

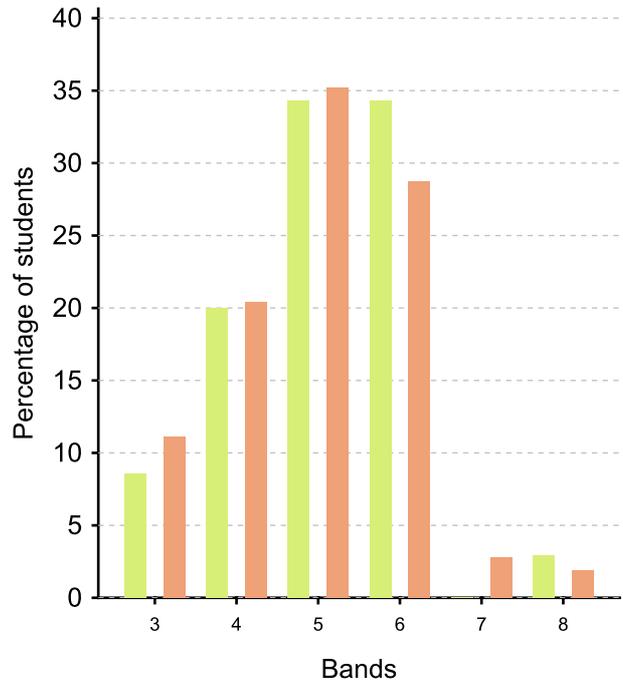


Percentage in bands:
Year 5 Writing



Please refer to the My School website for more information and analysis of numeracy performance.

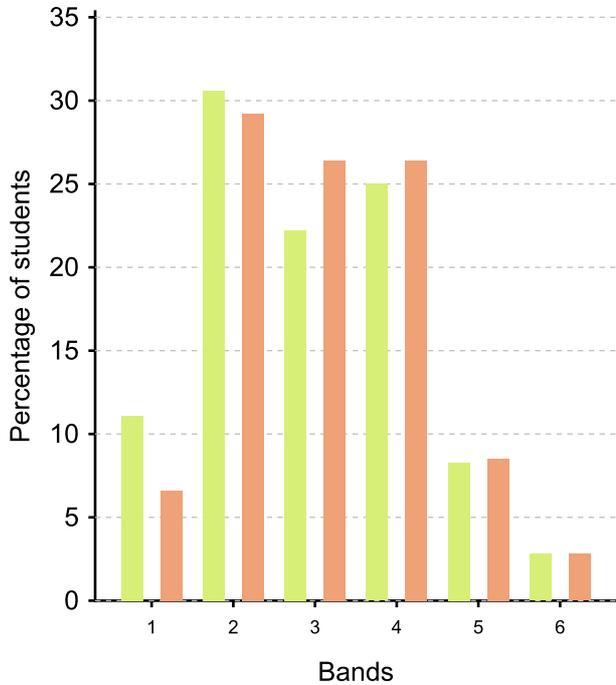
Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

<http://www.myschool.edu.au>

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2018 our students were surveyed through the *Tell Them From Me* survey to gauge which areas of the playground the students liked to utilise and what they believe could be done to make the playground more interesting to play in.

In regard to the areas the children liked to play in, 51% of the students surveyed said they liked to play on the top hardcourt. The reasons for this included being able to play basketball or netball; because most of their friends play there; so they can be more social and so they can be more active. 24% nominated the walkways. The reasons for this included being close to the classrooms; it's quiet and cool and you can relax and play quiet games. 15% nominated the artificial grass area. Their reasons included the area having more shade; more breeze; and being more peaceful. Only 3% of students nominated the oval and 7% indicated they liked playing in all areas.

In regard to what additions the students would like to see made to the playground to make it more interesting, there were many responses including having more activities to do on the artificial grass; more basketball and netball spaces; have new basketball hoops; plant more flowers; enlarge the artificial grass area; upgrade the play equipment; install soccer goals on the oval; and have more things to do on the oval

As a follow-up from the survey, improvements have already been underway with the installation of soccer goals and the removal of the old playground equipment, in preparation for upgraded equipment to be installed.



Policy requirements

Aboriginal education

The school community acknowledges the Dharug people as the traditional owners of the land on which the school is built, respecting their culture, laws and practices.

All Aboriginal students had Personalised Learning Pathway goals established and monitored throughout the course of the year. These were completed in partnership with students, parents, carers and teachers, and assisted students to further develop their connectedness to their culture.

The school participated in a *Stepping Up* day across the seven St Clair & Erskine Parks (STEPS) schools, focusing on Aboriginal culture.

A junior AECG committee was formed across the STEPS schools with students sharing what is happening in Aboriginal Education within each school.

Through our kitchen garden program, a new indigenous garden was established.



Multicultural and anti-racism education

Our school values the diversity of cultures within our community and encourages tolerance and acceptance of all cultures.

The school embraces multicultural harmony through including perspectives in all units of work and well-being programs. Harmony Day was celebrated in March and was an opportunity for students to further develop tolerance and inclusiveness. A variety of activities were offered to reinforce this message.

An Anti-racism officer addresses and monitors any issues as required.