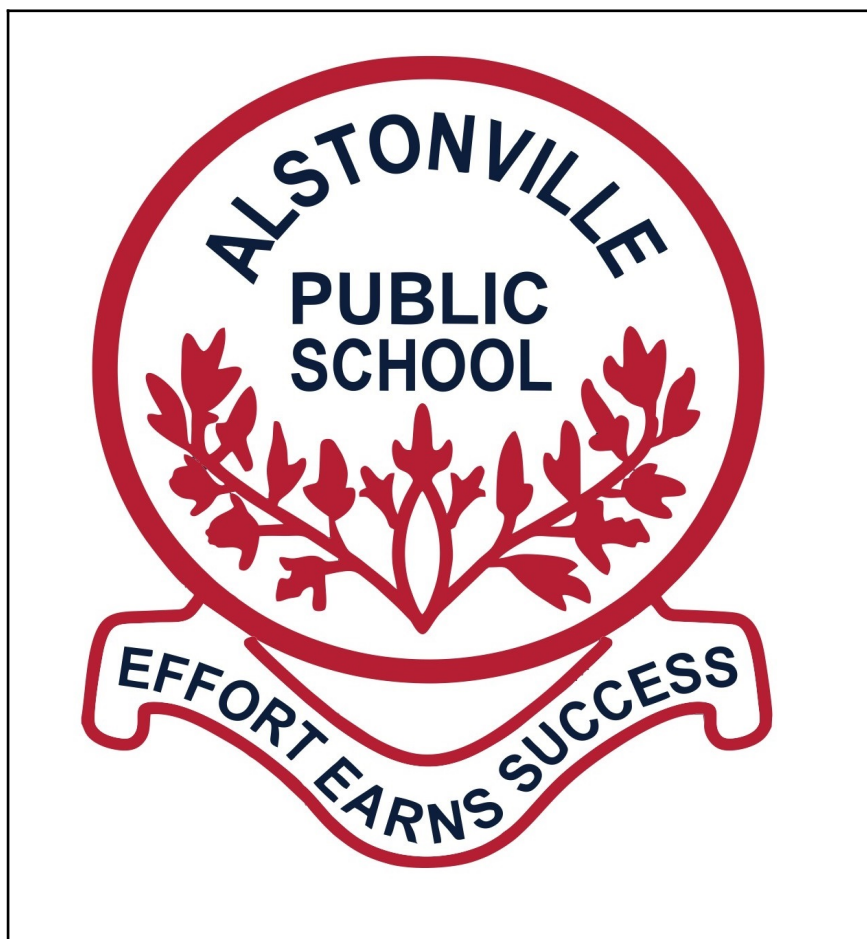# Alstonville Public School

2019 Annual Report

1030

Introduction

The Annual Report for 2019 is provided to the community of Alstonville 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.

School contact details

Alstonville Public School
Main St
Alstonville, 2477
www.alstonvill-p.schools.nsw.edu.au
alstonvill-p.school@det.nsw.edu.au
02 6628 0775

School background

School vision statement

Alstonville Public School's motto is *Effort Earns Success*. Students are self–directed learners able to learn anywhere, anytime. Alstonville Public School values and visibly promotes collective and individual thinking to aid in the development of deep knowledge, skills and understanding.

School context

Alstonville Public School has an enrolment of 500 students, including 6% Aboriginal students. The school has 19 classes, including an opportunity class for high performing students. The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra–curricular activities are offered to students resulting in learners that make independent and informed choices. These include;concert band, choir, public speaking, debating, dance, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum.

The school has a wide breadth of experience in its teaching and support staff. All input is valued.The school has a culture of enthusiasm,collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Strategic Direction 1

Creating a Culture of Thinking

Purpose

To develop deep understanding of the 'Cultures of Thinking' and create a school wide ethos where deep thinking is valued and visible.

Improvement Measures

80% of teachers self assess on protocol above 100/160 upon the completion of professional learning.

Increase in reference to student agency dispositions and student leadership policy in 2020 video when compared to 2018 baseline.

2020 learning walks show 80% of teachers show an improvement in use of cultural forces when compared to 2018 baseline.

Overall summary of progress

2019 saw the consolidation of Project Based Learning (PBL) pedagogy and STEM integrated curriculum in all classes.

Teachers collaboratively plan units of learning that are relevant to their students, contribute to their local community and are linked to curriculum documents.

Alstonville Public School continued as a Primary STEM Action school, mentoring local teachers and primary schools in the implementation of STEM curriculum. Mentoring occurred by providing professional learning,classroom observations, discussions with students and teachers, and by students sharing their learning at learning conventions.

Progress towards achieving improvement measures

Process 1: Cultures of Thinking:

Develop a school–wide approach to deepen student understanding.

Evaluation	Funds Expended (Resources)
Cultures of Thinking is embedded in all Project Based Learning programs K–6. After attending the I on The Future conference, 70% of staff indicated that they were regularly using Cultures of Thinking skills in their classroom. Following the Cultures of Thinking professional learning, a differentiated professional learning model was able to be implemented. This allowed teachers to self select masterclasses that were run by Assistant Principals and expert teachers. Following the masterclasses, 100% of teachers indicated that they were using at least one skill learnt in the masterclass with their students.	$7350 for I on The Future Conference. $7948 for Google Headquarters visit.

Process 2: Developing student agency.

Students contribute to school–wide culture through leadership, self efficacy and building an enhanced sense of belonging.

Evaluation	Funds Expended (Resources)
Alstonville Public School students contribute to a school–wide culture of leadership and are recognised as leaders in the local community. Self–efficacy is evident among students as they are able to discuss their	$6000 Positive Behaviour for Learning re–launch.

Progress towards achieving improvement measures	
learning goals, why what they are learning is important and what they need to learn next. The Postive Behaviour for Learning re–launch in 2019 served to build a sense of belonging in students and provided both staff and students with a common language to support positive behaviour within all settings.	

Next Steps

Cultures of Thinking can now be embedded in all teaching programs.

Programs to be developed for online delivery that will support students who fall under the Gifted and High Performance Policy to accelerate their learning.

Strategic Direction 2

Making Thinking Valued

Purpose

To ensure all learners have opportunities to explore their thinking, to make their thinking visible and to reflect and discuss their learning.

Improvement Measures

Visible thinking routines are explicitly planned for in teaching and learning programs.

Students show improved ability to think deeply and articulate their thoughts clearly.

A scale is used to measure improvement in knowledge and understanding of creativity and core routines.

Overall summary of progress

Selected staff across the school ran masterclasses that teachers could elect to attend depending on their needs and PDP goals. All staff reported that having professional learning occur in a differentiated way was more beneficial than traditional, whole staff professional learning.

Progress towards achieving improvement measures

Process 1: Visible Thinking Routines
  • Teachers integrate Visible Thinking Routines flexibly throughout all KLAs to develop students' thinking
  • Students' thinking is visible in classrooms

Evaluation	Funds Expended (Resources)
Visible Thinking Routines are not yet evident in all programs, across all Key Learning Areas. The differentiated professional learning model proved beneficial, as it allowed staff to access learning that met their needs and aligned with PDP goals. Students at Alstonville Public School are accustomed to giving and receiving constructive feedback on their learning and understand that the feedback given is used to improve learning. Data walls are visible in classrooms and are updated to indicate student progress towards specific goals. The visibility of these goals helps students to focus their learning on what they need to do to improve. Seesaw has been used as an online platform articulate learning to parents. Students have improved their skills in presenting their learning to families and their ability to explain why that learning matters to them.	

Process 2: Positive Learning Environment and Culture

Evaluation	Funds Expended (Resources)
The Learning Support Team continues to provide outstanding support to students, families and teachers. There are streamlined processes for supporting families to access additional support for their students to allow them to access curriculum. Differentiated learning is evident in all classrooms and provides students with a variety of entry points for them to achieve their learning goals.	Professional development on differentiated learning.

Progress towards achieving improvement measures	
Alstonville Public School continues to have a strong, collaborative relationship with the P&C, whom is proactive is seeking opportunities to promote the school and to attract funding to purchase necessary equipment.	

Next Steps

Visible Thinking Routines will be begin to be embedded in teaching programs from 2020.

Strategic Direction 3

Rigour in Teaching and Learning

Purpose

To improve learning outcomes in literacy and numeracy and meet the needs of all learners by having high expectations and applying evidence–based pedagogy, including STEM and Project based learning.

Improvement Measures

Value added is 80% of students achieving in the top two NAPLAN bands for reading and numeracy; and 60% in writing.

In NAPLAN, over 90% of cohort reach student growth scores in all aspects.

Teachers have engaged in professional learning and are embedding new practices in their teaching routines. Project Based learning and STEM pedagogy evident in all teachers' programs and in all classrooms.

Differentiated lessons are evident in every classroom and data collection systems are in place. (PLAN, PLAN2, NAPLAN, school based assessments)

Overall summary of progress

All teachers show application of new knowledge and skills to differentiate instruction after ongoing professional learning provided by Assistant Principals as Instructional Leaders. Teachers regularly gather,analyse and reflect on student data to plan, assess and track student learning.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy:
 • Implement school–wide processes whereby distributed instructional leadership drives improvement in teaching practice; underpinned by the effective use of data.

Evaluation	Funds Expended (Resources)
The distributive instructional leadership model was not effective due to Assistant Principals not being on RFF at the same time as the teachers they supervise. There was not enough significant generative dialogue between Assistant Principals and teachers to clearly define what skills where to be evaluated during lesson observations. Lesson observations did occur, however rich, reflective discussions did not occur in a timely manner due to timetabling and time constraints. Granular level review of NAPLAN data used to inform the compilation of a 2020 Literacy and Numeracy Action Plan.	$1016 for professional learning for staff to attend PLAN2 training.

Process 2: Future Focused Learning:
 • Embed a whole school approach to Project Based Learning pedagogy and a STEM integrated curriculum, to engage all learners.
 • Support teachers to effectively use formative assessment, feedback, reflection on learning / teaching to improve student outcomes.

Evaluation	Funds Expended (Resources)
The compilation of a school–wide assessment matrix, setting out a timeline for formative assessments within each stage has improved the amount and quality of data being collected on each student.	

Progress towards achieving improvement measures	
A whole school approach exists for the teaching of STEM and project based learning pedagogy and is evident in teaching and learning programs. Consistent Teacher Judgement sessions were beneficial in improving the ability of all teachers to accurately assess student progress and to provide feedback on student progress.	

Process 3: Student agency:
 • Explicitly teach students how to use data and feedback to track their progress, be reflective learners and determine where they need to focus their learning next.

Evaluation	Funds Expended (Resources)
Student–Led conferences continue to be a successful way for students to demonstrate what they know about their learning. Data walls and learning goals have been a successful visual tool to support student awareness of their progress and will continue to be utilised. Use of Learning Intentions and Success Criteria have helped to focus student endeavours on particular skills and provide a clear definition of success for that activity.	

Next Steps

As part of the 2020 Literacy and Numeracy Action Plan, a full time Instructional Leader will be employed in 2020 to drive professional learning and support the teaching of literacy and numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$32 386	Purchase of audio equipment to support student engagement. Additional SLSO time funded to support indigenous students. Provisons for NAIDOC celebrations. Provision of Friendly Schools resources.
Low level adjustment for disability	$69 926	Additional SLSO employed to work with students identified through Learning and Support process. Provision of teaching resources including Mulit Lit and Friendly Schools Program. Purchase and installation of a classroom speaker system to support students who are deaf and hard of hearing. Purchase of laptops to support engagement of students with disabilities. Purchase of specialised/adaptive furniture.
Quality Teaching, Successful Students (QTSS)	$87 614	Purchase of additional Ipads and laptops and associated charging stations.
Socio–economic background	$57 349	Additional SLSO employed to support students. Purchase of laptops to support student engagement with the curriculum. Teacher release to support Kinder Orientation program.
Support for beginning teachers	$56 520	Funding was used to release beginning teachers to enable them to work with Assistant Principals and to attend professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	297	284	257	215
Girls	243	244	226	192

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.9	93	92.5	94.8
1	92.8	93.5	91.9	91.8
2	94.8	92.9	93	93.2
3	93.2	93.6	93.3	93
4	94.4	93.1	92.4	92.9
5	93.1	92.7	93.9	92.6
6	93.1	92.2	92.9	93
All Years	93.7	93	92.9	93
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.19
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	575,204
Revenue	4,122,713
Appropriation	3,852,276
Sale of Goods and Services	99,498
Grants and contributions	165,885
Investment income	4,674
Other revenue	380
Expenses	-3,983,139
Employee related	-3,478,486
Operating expenses	-504,653
Surplus / deficit for the year	139,574

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	176,578
Equity Total	279,215
Equity - Aboriginal	32,386
Equity - Socio-economic	57,349
Equity - Language	2,167
Equity - Disability	187,313
Base Total	2,852,149
Base - Per Capita	113,330
Base - Location	5,735
Base - Other	2,733,085
Other Total	396,336
Grand Total	3,704,279

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019, 100% of families who attended Kindergarten orientation sessions were surveyed.

90% of parents and carers indicated that they felt the orientation sessions prepared their child for kindergarten "Well" or "Very Well".

Volunteers working in the school in 2019 were surveyed regarding their experiences volunteering at Alstonville Public School.

100% of volunteers indicated that they were provided with adequate training and access to resources.

80% of volunteers indicated that they felt valued and received recognition for the time they volunteered.

90% of volunteers stated that they would consider volunteering again in the future.

Parent/caregiver, student, teacher satisfaction

In 2019, 100% of families who attended Kindergarten orientation sessions were surveyed.

90% of parents and carers indicated that they felt the orientation sessions prepared their child for kindergarten "Well" or "Very Well".

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.