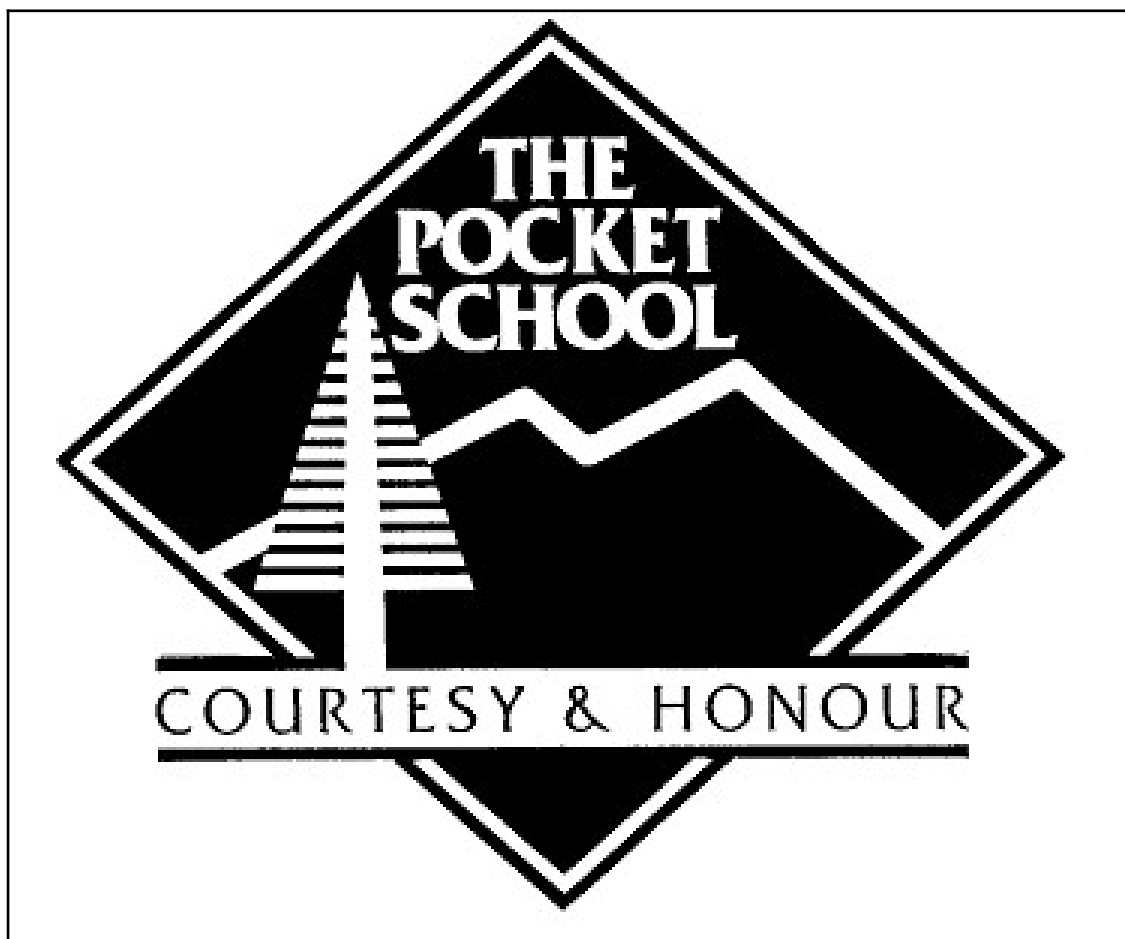


The Pocket Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of The Pocket 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

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School background

School vision statement

The Pocket Public School provides a stimulating learning environment in cooperation with students, staff and parents. Our school fosters quality relationships in a caring and supportive environment.

Our vision is for all staff to confidently deliver an innovative and engaging curriculum that will both challenge and support student learning to promote a community of future focused learners who will develop a sense of autonomy and responsibility for their own learning journey.

We will work collaboratively with the Valley of Small Schools (VOSS) Learning Community to achieve a variety of initiatives to enhance student outcomes.

School context

The students at The Pocket Public School are motivated, active learners who take advantage of the many opportunities a small school has to offer. They have strong friendships with their peers and teachers and a solid sense of community. The staff maintain a school-wide, collective responsibility for student learning and success.

The student body and community have embraced current innovations. Students learn in an environment that is nurturing and dedicated to them achieving their highest potential. The students are encouraged to use their learner dispositions to embed new learning.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1

Innovative, Inclusive Practice

Purpose

To create a stimulating learning environment using well developed and evidence based approaches to cater for individual student learning needs.

Improvement Measures

By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external assessments.

100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed. .

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100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed.

Overall summary of progress

The school has made large gains in meeting our targets within Innovative and Inclusive Practice. We have used progressions, NAPLAN and in school writing assessment data to monitor children's growth in writing. All children are showing growth.

We are working towards all children understanding the schools learner dispositions. This will enable them to evaluate their own learning.

All children have individual writing goals through conferencing with their classroom teacher.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality TPL in literacy and numeracy teaching practice.

The Craft of Writing (L3 and Seven Steps)

Collaboratively develop strategies to improve student writing and develop teacher practice using well developed and evidence based approaches.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Teachers were confident in embedding research based pedagogy. This included using Learning Intentions and Success Criteria that were differentiated for their learners. More time needs to be devoted to unpacking the language of progressions for our senior students to help support them to access their learning goals in writing. | TPL and review – 4 teachers off classes for week 5 and 10 each term (except Term 4, one whole day allocated). Total cost = \$7000 |
| The purchase and use of Seven Steps to Writing manual supported teachers with a framework to support the learning cycle in their classes. The school will purchase the online resource in 2020. | |

Process 2: Visible Learning

Implement a whole school integrated approach for students to take responsibility for their own learning and teachers to make learning visible.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

Extensive learning programs were created to explicitly teach children the four learner dispositions. The school was able to teach two of the dispositions in 2019. The other two will be taught in 2020.

Walk throughs and teaching and learning programs clearly indicate the two learner dispositions that were taught being embedded into everyday practice.

Each teacher reported to parents and children their progress towards at least one learner disposition.

All sessions were run in before school TPL.

Process 3: 2019

Progressions / PLAN2

To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>All children could identify their learning goal. Most children knew how they could achieve it.</p> <p>Every child was plotted on the progressions for writing.</p> <p>Teachers were able to conference with each child regarding their learning goals.</p> <p>Progressions data shows most children meeting required learning growth for one year.</p> | <p>Progressions training – \$1500 for casual relief.</p> |

Next Steps

The school will continue to invest in Seven Steps of Writing with our lead teachers running TPL in 2020 for new staff members. We will also purchase an online subscription.

We will embed our learner dispositions into our teaching, learning, assessment and reporting phases. This will give our students the ability to self guide and monitor their own learning.

We will extend our use of progressions to cover some other progressions. These other areas may include reading and number.

Strategic Direction 2

Collaboration

Purpose

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

Improvement Measures

Teacher collaboration within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgment.

Demonstrated growth of student outcome from base line VoSS base line data. is reflected the common assessment task.

Overall summary of progress

Teacher

Progress towards achieving improvement measures

Process 1: Collaborative VoSS Process

Teacher & student collaboration to improve quality of student outcomes.

Engagement and enrichment project

Collaboratively develop strategies to improve student writing and develop teacher practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| After a thorough analysis of survey data from staff regarding the Enquiry Project it was clear that teacher knowledge of this style of learning had increased. Teachers also rated the connection between schools as strong and wanted to continue to grow this collaboration. However, across the VoSS there still remained different view points on this pedagogy and how it would best suit our individual sites as well as different levels of buy in. The principals decided to attend an Agile Leadership course in 2020 to support them in composing a clear path forward to ensure teachers and children stayed engaged with the collaboration direction. | <p>The VOSS received a \$9000 grant from the Lighthouse Valley Learning community. This meant that each school utilised this funding source to support their staff engaging in the learning.</p> <p>The Pocket spent \$3225 on casual relief.</p> |

Next Steps

In 2020 the VoSS schools want to continue to build on the collaboration of staff across schools. To ensure we have a thorough plan in place we will be attending Agile Leadership, Simon Breakspear, to support our planning. From this, our plan will be rolled out across the school that opt in.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | <p>Employment of an SLSO to support social skills and learning – \$2125</p> <p>Employment of Aboriginal Teacher to facilitate broader Bundjalung culture and language programme – \$2191</p> | <p>Children and community valued the broader Bundjalung language programme.</p> <p>Attendance concerns were a contributing factor in achieving higher learning and social outcomes for our Aboriginal children.</p> |
| English language proficiency | Staffing – \$528 | All student plotted on progressions for writing. |
| Low level adjustment for disability | Staffing – \$29,388 (combined FTE and additional finances). | <p>Many children moved through multi lit program. Some children were referred for further cognitive assessment.</p> <p>Employment of staff ensured this program could continue to be run.</p> |
| Quality Teaching, Successful Students (QTSS) | \$10 992 – Staffing. | Other funding arrangements will need to be considered in 2020 to support the instructional leadership role. |
| Socio-economic background | Staffing – \$6628 | The employment of a classroom teacher supported children's learning across the school. The principal was able to take on the role of LaST through this process. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 28 | 30 | 27 | 38 |
| Girls | 30 | 30 | 32 | 41 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.1 | 86.8 | 89.2 | 90.1 |
| 1 | 82 | 90.1 | 84.2 | 87.9 |
| 2 | 92.3 | 91 | 90.8 | 77.6 |
| 3 | 96.2 | 92.6 | 86.6 | 90.8 |
| 4 | 94.8 | 94.8 | 90.6 | 84.6 |
| 5 | 89.6 | 90.5 | 92.6 | 94.9 |
| 6 | 89.3 | 87.7 | 91.7 | 87.7 |
| All Years | 90.9 | 90 | 89.1 | 87.9 |
| 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 |
| Classroom Teacher(s) | 2.4 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.51 |

*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 | 104,200 |
| Revenue | 988,883 |
| Appropriation | 945,213 |
| Sale of Goods and Services | 5,114 |
| Grants and contributions | 37,685 |
| Investment income | 871 |
| Expenses | -980,151 |
| Employee related | -876,550 |
| Operating expenses | -103,602 |
| Surplus / deficit for the year | 8,731 |

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 | 48,957 |
| Equity Total | 40,861 |
| Equity - Aboriginal | 4,316 |
| Equity - Socio-economic | 6,628 |
| Equity - Language | 528 |
| Equity - Disability | 29,388 |
| Base Total | 656,229 |
| Base - Per Capita | 13,844 |
| Base - Location | 3,057 |
| Base - Other | 639,328 |
| Other Total | 30,029 |
| Grand Total | 776,075 |

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.

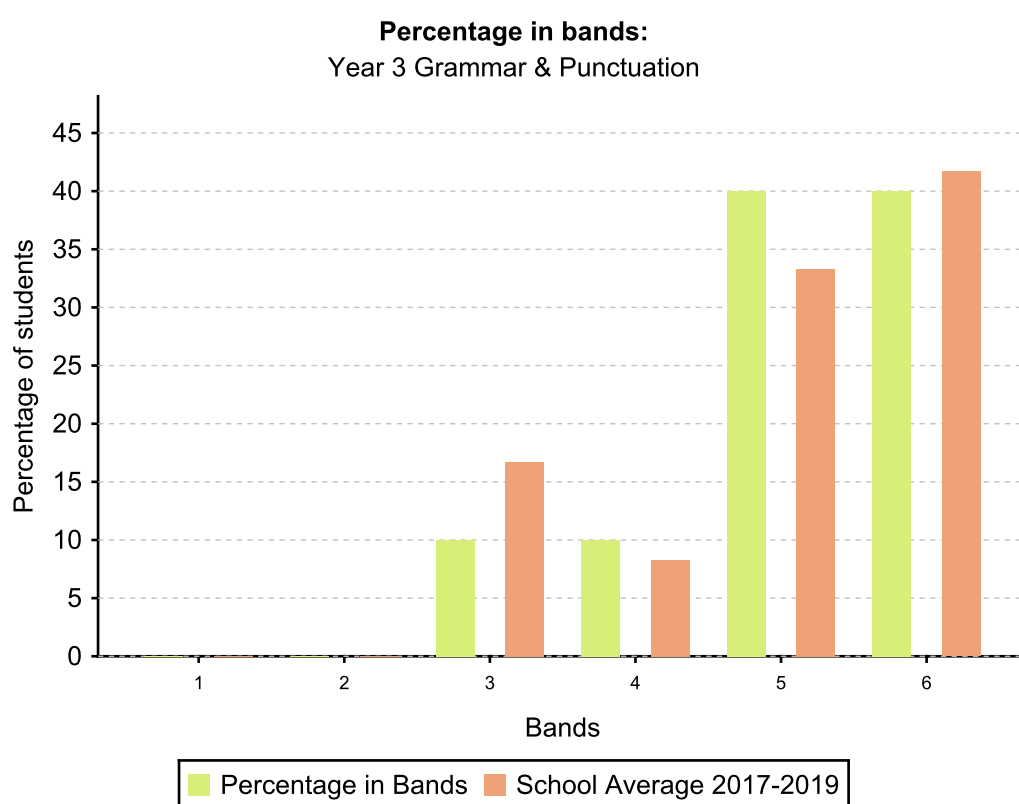
School performance - NAPLAN

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.

Literacy and Numeracy Graphs

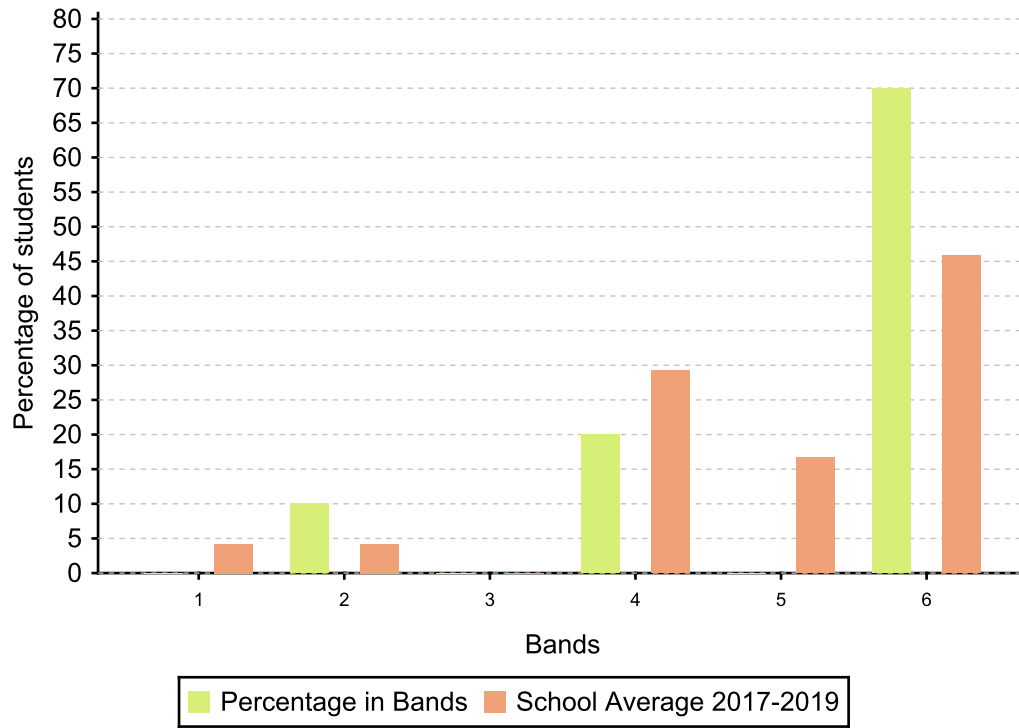
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 10.0 | 10.0 | 40.0 | 40.0 |
| School avg 2017-2019 | 0 | 0 | 16.7 | 8.3 | 33.3 | 41.7 |

Percentage in bands:

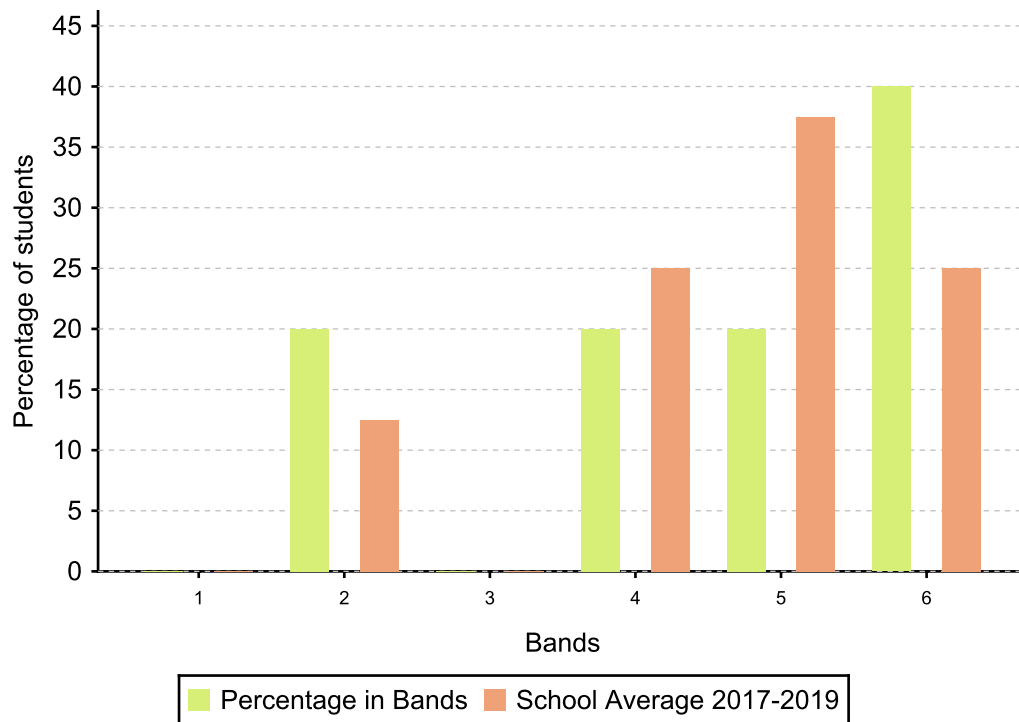
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|-----|------|------|------|
| Percentage of students | 0.0 | 10.0 | 0.0 | 20.0 | 0.0 | 70.0 |
| School avg 2017-2019 | 4.2 | 4.2 | 0 | 29.2 | 16.7 | 45.8 |

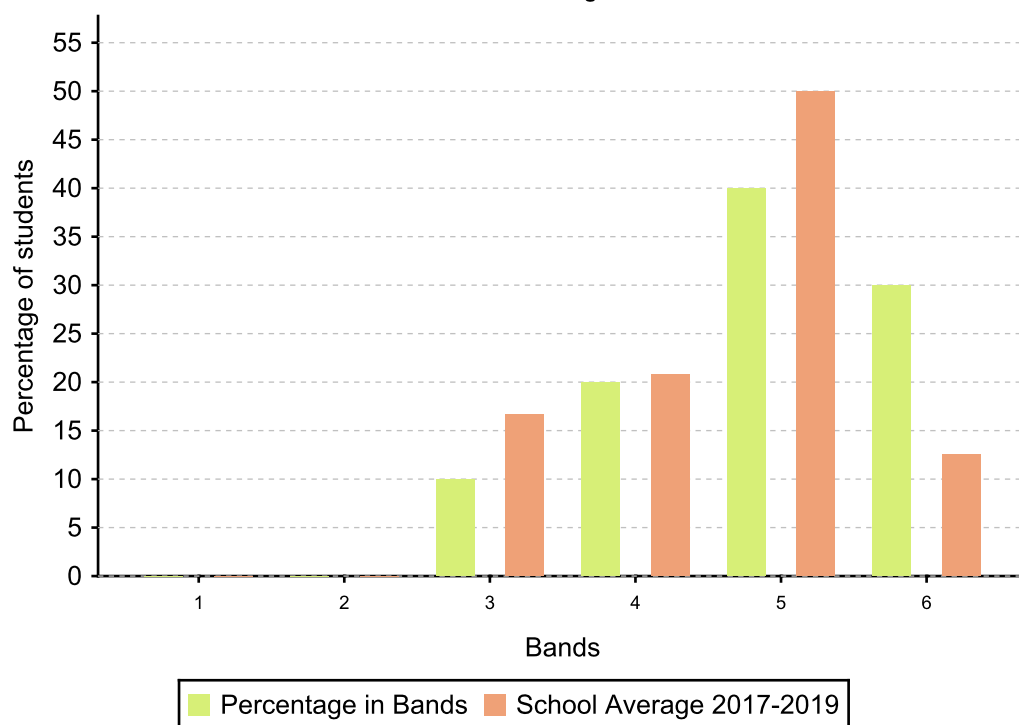
Percentage in bands:

Year 3 Spelling



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|-----|------|------|------|
| Percentage of students | 0.0 | 20.0 | 0.0 | 20.0 | 20.0 | 40.0 |
| School avg 2017-2019 | 0 | 12.5 | 0 | 25 | 37.5 | 25 |

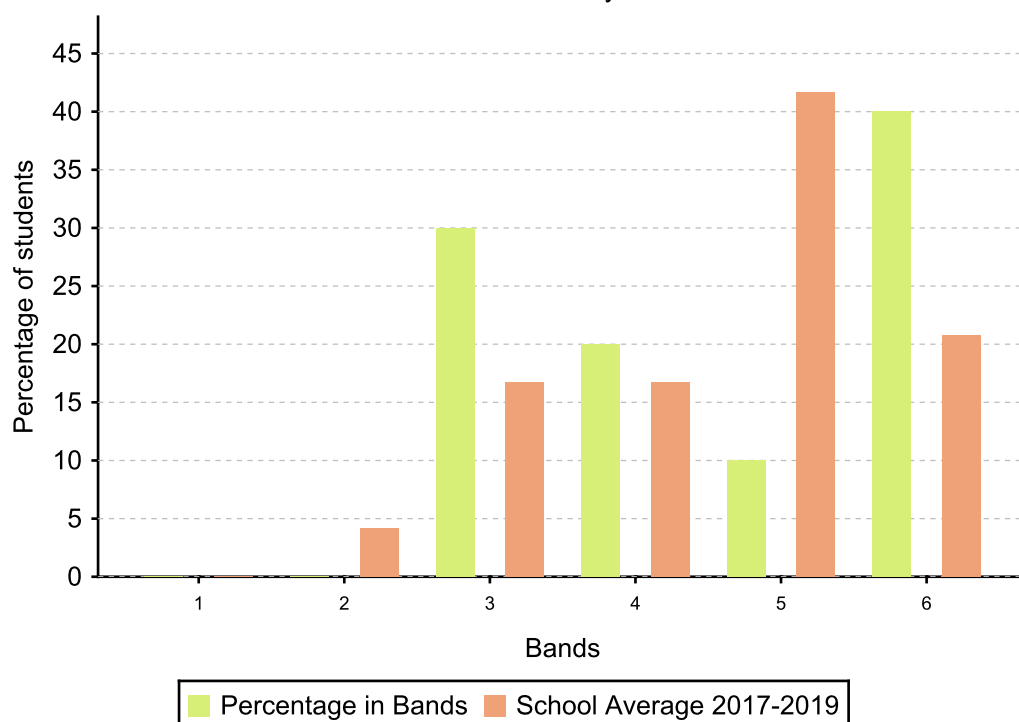
Percentage in bands:
Year 3 Writing



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 10.0 | 20.0 | 40.0 | 30.0 |
| School avg 2017-2019 | 0 | 0 | 16.7 | 20.8 | 50 | 12.5 |

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|----------|----------|----------|----------|----------|----------|
| Percentage of students | 0.0 | 0.0 | 30.0 | 20.0 | 10.0 | 40.0 |
| School avg 2017-2019 | 0 | 4.2 | 16.7 | 16.7 | 41.7 | 20.8 |

Parent/caregiver, student, teacher satisfaction

This year we surveyed all stake holders on our reporting processes. Overwhelming feedback from teachers and parents was that our reporting system lacked personalised content and connection.

Our children knew little about their learning reports that were sent home in semester 1 and 2.

Therefore our staff composed a new reporting format through advice from our parent body and in line with our Department of Education requirements. We also incorporated a parent / teacher meeting with handing out our reports, as suggested by our parent community.

During the parent / teacher interview each teacher requested feedback regarding our new reporting procedures. Every parent gave the new format and procedure positive feedback when compared to our previous procedures.

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.