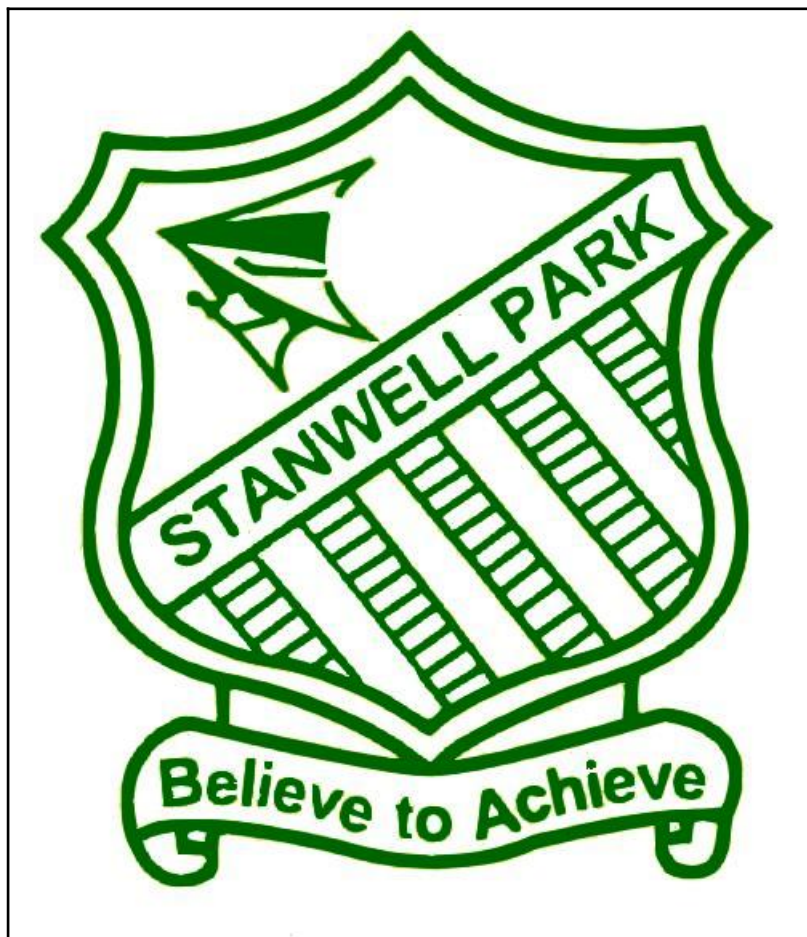# Stanwell Park Public School

# 2019 Annual Report

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# Introduction

The Annual Report for 2019 is provided to the community of Stanwell Park 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

At Stanwell Park Public School quality education with meaningful, engaging and individualised learning experiences, inspire students to achieve their goals. Data informed decision–making and evaluative student–centred practice helps staff focus on learning outcome improvement. We work together as a whole school community to develop confident, resilient students with positive self–esteem who challenge themselves to take risks in their learning.

## School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern beach suburbs of the Illawarra Region. Our school belongs to the Seacliff Community of Schools and values the opportunities our students are offered through this supportive relationship. Bulli High School is our local high school. In 2019 there are 168 students enrolled, 5% coming from a language background other than English.

The Stanwell Park Public School Parents and Citizens' Association is an active and vital group that supports school programs and student learning through resource acquisition and the organisation of events that engage the community with the school.

Stanwell Park Public School is known for the extracurricular activities offered to students. A Training Band and a Performing Band have been maintained for the past eighteen years. Debating and public speaking programs are valued and the school is well represented in many sporting fields. Future focused initiatives offer students high order inquiry based learning opportunities with staff committed to setting high expectations for all students.

# 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

## 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

## Strategic Direction 1

STUDENT–CENTRED TEACHING, LEARNING AND CURRICULUM

## Purpose

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and motivated to deliver their best and continually improve.

Deep, rich, future focused learning opportunities are offered to students by teachers with expert contemporary curriculum knowledge.

There is a school–wide, collective responsibility for the development of positive, respectful relationships that promote student wellbeing to ensure optimum conditions for student learning across the school.

## Improvement Measures

 • NAPLAN results indicate all students are achieving proficiency in Literacy and Numeracy in line with the Premier's Priorities
 • All students will achieve expected growth in Literacy and Numeracy NAPLAN results
 • NAPLAN results of all Aboriginal students indicate proficiency in Literacy and Numeracy
 • School wellbeing programs result in measurable improvement as evidenced in the Tell Them From Me survey data

## Progress towards achieving improvement measures

**Process 1:**  Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices. Outcomes are maximised by students receiving timely targeted feedback and adjustments aimed at supporting, extending and enriching their learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| 2019 NAPLAN results indicate 60% of students in Year 3 and 5 are achieving proficiency in line with the Premier's Priorities in the area of Reading.<br><br>In all areas, 72% or more students achieved at or above the expected growth in NAPLAN 5. In Writing 93% of students achieved at or above expected growth. | **Funding Sources:**<br> • Quality Teaching, Successful Students (QTSS) ($12600.00)<br> • English language proficiency ($1420.00)<br> • Low level adjustment for disability ($11000.00) |

**Process 2:**  Learning Culture

Deliver quality student–centred learning experiences in an environment where high expectations and strong parent–teacher relationships exist. Aboriginal perspectives are highly valued and incorporated into all areas of the curriculum.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A student–centred learning environment based on continuous feedback exists. Students regularly set personal learning goals, respond to feedback provided by teachers and peers, and engage in reflection to inform future learning. | **Funding Sources:**<br> • Low level adjustment for disability ($21000.00) |

**Process 3:**  Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Tell Them From Me survey data indicates that 85% or more students in | **Funding Sources:** |

| Progress towards achieving improvement measures | |
|---|---|
| Stage 2 and 3 have a positive sense of belonging, positive expectations for success and a strong sense of advocacy at school. Of the three years in which the survey has been conducted, our 2019 results are the highest in all areas. | • Socio–economic background ($3800.00)<br> • Aboriginal background loading ($670.00) |

## Strategic Direction 2

EVIDENCE–INFORMED PRACTICE

## Purpose

A consistent school–wide approach of utilising evidence–informed teaching methods ensures learning progress is optimal for all students.

All teachers demonstrate research–informed innovative practice that is supported within explicit school systems. Facilitated professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback, supports ongoing school wide improvement.

## Improvement Measures

 • All teachers have Performance and Development Plans with the Australian Professional Standards implicitly linked with an increase in staff working towards higher levels of accreditation
 • All teachers maintaining current accreditation standards evidenced by professional learning logs
 • Classroom observation data and facilitated collegial discussion utilising The What Works Best Reflection Guide, indicates all teachers use evidence–informed pedagogy and regularly reflect on their educational impact

## Progress towards achieving improvement measures

**Process 1:**   Research informed pedagogy

Utilise current and relevant research to develop and implement high–quality professional learning particularly in the areas of literacy and numeracy.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A high–quality professional learning schedule successfully supported all staff to achieve their performance goals. Current and relevant research acted as the foundation for collegial discussions and the evaluation of teaching methods with an observable shift in the ability of staff to measure their impact on student outcomes. | |

**Process 2:**   Collaborative practice

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy across all assessment platforms.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Facilitated professional dialogue and collaboration is an integral part of our school culture. Collegial classroom observations with the provision of effective and timely feedback involved a core group of teachers. Staff who were not a part of this process in 2019 are highly motivated to be involved in 2020. | **Funding Sources:**<br> • Quality Teaching, Successful Students (QTSS) ($12600.00) |

**Process 3:**   Evaluative practice

Strengthen evaluative culture and practice by providing professional learning on using quality data to inform teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff collectively increased their capacity to analyse and interpret student data. All teachers explicitly teach differentiated lessons aimed catering for every child's individual needs. Assessment data is used with confidence to ensure teaching strategies are adjusted when outcome attainment is evaluated. | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | **Funding Sources:** <br> • Aboriginal background loading ($676.00) | Personalised Learning Pathways are a priority with student goals being collaboratively developed between students, their parents and their teacher. These funds promote strong connections between home and school, which are vital to student success. |
| **English language proficiency** | **Funding Sources:** <br> • English language proficiency ($1 427.00) | These funds are used in combination with other funding sources to employ a Learning and Support Teacher for an additional day each week. This enables twice as many students from Kindergarten to Year 6 to be provided with individualised intervention and learning support in the areas of Literacy and Numeracy. |
| **Low level adjustment for disability** | **Funding Sources:** <br> • Low level adjustment for disability ($32 930.00) | These funds are used in combination with other funding sources to employ a Learning and Support Teacher for an additional day each week. This enables twice as many students from Kindergarten to Year 6 to be provided with individualised intervention and learning support in the areas of Literacy and Numeracy. |
| **Quality Teaching, Successful Students (QTSS)** | **Funding Sources:** <br> • Quality Teaching, Successful Students (QTSS) ($29 133.00) | All staff are provided with two days release per term to collaborate and engage in professional dialogue with their colleagues. Student work samples are compared and consistent judgements are made to ensure the analysis of student achievement against national standards is accurate. Stage planning days support the consistent delivery of school scope and sequence documents and promote the ongoing and continuous evaluation of teaching and learning programs. |
| **Socio–economic background** | **Funding Sources:** <br> • Socio–economic background ($3 820.00) | Equitable educational access for all students is a priority. Families having difficulty covering the cost of various learning opportunities that enhance day–to–day curriculum delivery are supported. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 79 | 76 | 72 | 68 |
| Girls | 70 | 78 | 84 | 100 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 96.2 | 95.7 | 94.2 | 94.3 |
| 1 | 95.6 | 95.6 | 93.4 | 93.7 |
| 2 | 91.4 | 95.3 | 92.8 | 94.9 |
| 3 | 96.1 | 95.8 | 89.6 | 93.6 |
| 4 | 96 | 94.9 | 93.3 | 94.9 |
| 5 | 97 | 92.9 | 94.6 | 93.7 |
| 6 | 96 | 92.7 | 91.6 | 94.4 |
| All Years | 95.6 | 94.7 | 92.8 | 94.2 |
| **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 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 5.87 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.92 |

*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** | 141,497 |
| **Revenue** | 1,760,760 |
|     Appropriation | 1,645,916 |
|     Sale of Goods and Services | 5,393 |
|     Grants and contributions | 108,164 |
|     Investment income | 1,288 |
| **Expenses** | -1,759,789 |
|     Employee related | -1,514,529 |
|     Operating expenses | -245,260 |
| **Surplus / deficit for the year** | 971 |

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** | 61,761 |
| **Equity Total** | 38,853 |
| Equity - Aboriginal | 676 |
| Equity - Socio-economic | 3,820 |
| Equity - Language | 1,427 |
| Equity - Disability | 32,930 |
| **Base Total** | 1,369,161 |
| Base - Per Capita | 36,604 |
| Base - Location | 0 |
| Base - Other | 1,332,557 |
| **Other Total** | 67,524 |
| **Grand Total** | 1,537,299 |

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

The leadership team measures school and community satisfaction to evaluate management practices and processes. There is an ongoing commitment to improve service delivery and for the school to be seen as responsive to community feedback.

When surveyed our community identified these key areas of strength.

Students value – teachers who recognise that as learners we are beginning to understand that high challenge and individualised goal setting is important. The teachers who have the strongest connections with their students are those identified as being the ones to get the best out of them.

Teachers value – a collaborative school culture where students provide constructive feedback to each other and respond proactively to the ideas and opinions shared. Professional discussions and collegial time spent sharing resources and preparing high quality teaching and learning programs is vital to our success.

Parents value – a strongly aligned school vision in which parents, staff and the leadership team endeavour to build the resilience and growth mindset of the children. The communication channels used by the school are believed to be effective with 86% of the parents answering positively when asked if the school is responsive to the ideas and suggestions of the community.

Our community has the following suggestions as to how we can further improve.

Students suggest – that more time is spent allowing students to contribute their ideas and suggestions. The vision for the school seems largely the responsibility of the teachers. A more authentic student voice could be fostered.

Teachers suggest – we look to keep curriculum delivery interruptions to a minimum. Prioritising tasks that have the greatest impact on students is important to improve the quality of our teaching and learning instead of the quantity.

Parents suggest – further time is spent helping parents understand the school welfare policy and the consequences for different behaviours. At this point in time, parent responses indicate that more development in the area of student learning goal articulation and understanding is necessary.

# 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.