# Stockton Public School

# 2019 Annual Report

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# Introduction

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

Stockton Public School is committed to providing quality educational programs in an inclusive learning environment to enable each child to reach their full potential and become independent and productive members of society.

## School context

Stockton Public School, established in 1861, serves a small diverse community of wide ranging socio–economic circumstances.

Stockton Public School is a proud member of the Newcastle Local Management Group of schools with a current FOEI of 89. Stockton Public School has an enrolment of 295 students Preschool to Year 6 with 8% of students being Aboriginal and 6% of students having a language background other than English.

There is a dedicated staff providing quality teaching and learning programs for all students. The school has a strong focus on developing the whole child academically, socially, culturally and emotionally. Positive Behaviour for Learning (PBL), an evidence based whole school process, contributes to improving learning outcomes for each individual student. The staff actively encourages students to reach their full potential through a co–operative, caring learning environment and the use of  technology to enhance the learning opportunities for each individual student.

Literacy and numeracy is focused on explicit teaching strategies, formative assessment and differentiated delivery of curriculum outcomes. Students and teachers set individual learning goals collaboratively. Integrated units are used for other key learning areas.

A strong, active P & C supports the school in achieving its goals through an open and consultative partnership. Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and scholarships.

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# 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 | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

## Strategic Direction 1

Successful Learners

## Purpose

To provide a learning culture where students are independent successful learners achieving their full potential.

## Improvement Measures

Increase in student growth in Reading and Writing (NAPLAN trend data). Currently: Reading: Yr 5 – 50%,

100% of teachers clearly understand and utilise assessments for learning, assessments as learning and assessment of learning in determining teaching directions and school performance levels.

Increase the percentage of students in the top 2 NAPLAN bands of Reading & Writing (Trend data).  Currently: Reading: Yr 3 – 50%, Yr 5 – 27%

## Progress towards achieving improvement measures

**Process 1:    Data Analysis**
 • All teachers collect, analyse and interpret data to plan and differentiate for the learning needs of the students.
 • Consistent Teacher Judgement is used to monitor student learning progress, and identify skill gaps for improvement and areas for extension.
 • Collaborative student learning goals are informed by analysis of data.
 • Systems for assessment and data collection are streamlined.
 • All staff participate in cross stage/ department meetings to analyse, plan and assess student learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All student's comprehension is assessed and levelled in Cars and Stars<br><br>Data for students yr 1–6<br><br> Reading levels are analysed by principal and learning and support teacher termly<br><br>All students have personalised learning goals | cars and stars subscription<br><br>comprehension boxes<br><br>TPL in house<br><br>**Funding Sources:**<br> • Socio–economic background ($8000.00) |

**Process 2:    Explicit Instruction**
 • Explicit delivery of lessons to improve student learning outcomes in reading and writing.
 • Staff demonstrate thorough knowledge of progression of skills and lessons to cater for such.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Learning Intentions and success criteria are explicit in literacy and numeracy lessons as evidenced by stage programs | Professional learning executive with School services. $5000<br><br>Executive to lead |

## Strategic Direction 2

Dynamic Teaching

## Purpose

To promote innovation in delivering explicit and engaging lessons and opportunities to improve student outcomes.

## Improvement Measures

Lesson walkthroughs demonstrate growth in staff curriculum knowledge and pedagogy.

Self analysis shows improvement in school growth against the SEF v2 in the domain of Teaching.

Student feedback and surveys indicate an increase in student engagement and challenge.

## Progress towards achieving improvement measures

**Process 1:** *High quality Professional Learning*
 • Teachers engage in professional learning to increase understanding of evidence based teaching strategies.
 • All staff participate in professional learning to increase cultural competence.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Seven steps of writing PL will allow the executive to plan PL for teaching staff and use this knowledge to embed in teaching and learning programs for the explicit delivery of writing.<br>Preschool PL improved capacity of supervisor and teacher.<br><br>Formative assessment PL – the executive planned sessions with teaching staff focused on Learning Intentions and success criteria for classroom practice and teaching and learning programs | $16000 professional learning costs – casual teachers<br><br>$2500 course costs |

**Process 2:** *Future Focused Pedagogy*
 • Teachers engage in professional learning to support the implementation of future focused teaching and learning strategies to promote creativity, communication, collaboration, critical thinking and problem solving.

| Evaluation | Funds Expended (Resources) |
|---|---|
| IT is integrated in all classrooms<br><br>Professional learning through STEM4TEN led the plan for purchasing robotics.<br><br>Students are supported and engaged in lessons with IT integartion<br><br>Staff PL in chromebook use and Google classroom is ongoing | Chromebooks for Stage 3 $40000<br><br>MacBook $3000<br><br>Laptops $8000<br><br>Infrastructure $5000<br><br>Robotics $5000<br><br>Additional resources to support students in the classroom – CPens<br><br>**Funding Sources:**<br> • Socio–economic background ($23000.00) |

## Strategic Direction 3

Effective Leadership

## Purpose

To promote an inclusive culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

## Improvement Measures

All staff actively engage in distributed leadership and professional growth to drive school improvement.

Increased parental participation in educational decision making.

Currently: 10%

Records indicate increase in positive staff/family contact.

## Progress towards achieving improvement measures

**Process 1:** **Community Engagement**
    • Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum.
    • Facilitate opportunities for all stakeholders in the community to reflect and comment on school life.
    • Establish a Junior PBL Team.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Increased parent participation in whole school events<br><br>Aboriginal Education team needs some more consideration and direction | Funding Sources:<br> • Socio–economic background ($3000.00) |

**Process 2:** **Wellbeing**
    • Programs for mindfulness and resilience
    • Student success outside of classroom – extra curricula activities
    • Develop cultural competency across staff and student

| Evaluation | Funds Expended (Resources) |
|---|---|
| New opportunities for students had high attendance and engagement<br><br>Life skills program was conducted throughout the school.<br><br>Student wellbeing officer was cancelled after two terms<br><br>PBL audit was thorough and will lead us to a refresh in 2020 | Teaching resources $3000<br><br>Funding Sources:<br> • Socio–economic background ($40000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | **Funding Sources:**<br>• Aboriginal background loading ($21 260.00) | Worimi cultural program supports cultural learning in the preschool. Considerations K–6 program – not inclusive for all students; withdrawal from classroom. 2020 will give the Aboriginal Education Team a opportunity to revisit and consider new ways to integrate culture and knowledge into all classrooms and all teaching and learning programs.<br><br>Look to expand NAIDOC celebrations and have more community engagement<br><br>SLSO support needs consistency and professional learning – the focus for 2020 will be community engagement<br><br>Consider Youyoong AECG to support Worimi culture and heritage |
| **English language proficiency** |  | No additional funding for 2019 |
| **Low level adjustment for disability** | **Funding Sources:**<br>• Low level adjustment for disability ($26 419.00) | Students were supported by Learning and Support teacher on individual programs in literacy and numeracy.Extra SLSO support was also engaged to continue to support student learning in classrooms. |
| **Quality Teaching, Successful Students (QTSS)** | **Funding Sources:**<br>• Quality Teaching, Successful Students (QTSS) ($47 275.00) | Executive staff worked closely with stage classroom teachers to ensure consistency of pedagogy and teaching and learning programs. |
| **Socio–economic background** | **Funding Sources:**<br>• Socio–economic background ($54 000.00) | Subscriptions to online learning supported classroom teaching and learning programs. Lifeskills wellbeing program supported students K–6 with strategies and values for mindfulness. STEM4TEN supported student and teacher understanding of coding and robotics in the classroom |

# Student information

## Student enrolment profile

| | Enrolments | | | |
|---|---|---|---|---|
| **Students** | **2016** | **2017** | **2018** | **2019** |
| Boys | 138 | 136 | 130 | 142 |
| Girls | 134 | 135 | 111 | 112 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 93.8 | 94.1 | 93.6 | 94.4 |
| 1 | 93.4 | 93.4 | 93.6 | 93.3 |
| 2 | 94.2 | 94.6 | 95.6 | 93.3 |
| 3 | 93.5 | 94.8 | 94.4 | 90.7 |
| 4 | 95.2 | 94.7 | 92.3 | 94.9 |
| 5 | 94.8 | 94.4 | 92.6 | 93.7 |
| 6 | 91.1 | 92.4 | 94.4 | 91.5 |
| All Years | 93.7 | 94.1 | 93.8 | 93.2 |
| **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) | 3 |
| Classroom Teacher(s) | 9.35 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.62 |

*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** | 410,524 |
| **Revenue** | 2,758,265 |
|     Appropriation | 2,667,727 |
|     Sale of Goods and Services | 8,148 |
|     Grants and contributions | 79,517 |
|     Investment income | 2,873 |
| **Expenses** | -2,679,258 |
|     Employee related | -2,310,833 |
|     Operating expenses | -368,425 |
| **Surplus / deficit for the year** | 79,007 |

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** | 70,548 |
| **Equity Total** | 190,589 |
|     Equity - Aboriginal | 28,813 |
|     Equity - Socio-economic | 54,617 |
|     Equity - Language | 0 |
|     Equity - Disability | 107,159 |
| **Base Total** | 1,897,517 |
|     Base - Per Capita | 58,894 |
|     Base - Location | 0 |
|     Base - Other | 1,838,623 |
| **Other Total** | 405,256 |
| **Grand Total** | 2,563,910 |

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

Stockton Public School participated in the Tell Them From Me surveys for parents and carers, students and staff in 2019. The parent results were consistently higher than the NSW Government norm across all areas. Identified areas of strength included questions such as I can easily speak with my child's teachers; Reports on my child's progress are written in terms I understand and Teachers show an interest in my child's learning.

Staff survey results from Tell Them From ME surveys were also consistently higher than the NSW Government norm across all areas. Ares of strengths identified were from questions such as I work with school leaders to create a safe and orderly school environment; I establish clear expectations for classroom behaviour.

Most student results improved between the survey times noticeably in the area of social and emotional outcomes. Our Aboriginal students predominantly feel good about their culture and think that the teachers understand their culture. Overwhelmingly our students our proud of our school.

# 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.