

# Stokers Siding Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Stokers Siding 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

**To develop** a strong team working collaboratively to ensure excellence and equity in learning and leadership.

**To expand** pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

**To nurture** engaged global learners to become confident, creative citizens who champion Future Focussed Learning, strengthening our community for the future.

### School context

Stokers Siding Public School, which is situated 8kms south of Murwillumbah, forms part of the Stokers Siding village. Our core purpose is to facilitate learning in a positive teaching and learning environment, catering for the needs of all students. We have well-resourced learning centres, which are open and modern enhancing Future Focussed Learning practices.

Stokers Siding School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning.

All members of our school are supportive of each other working collaboratively, enabling them to develop the skills and values to interact and contribute as effective members in any community.

Our Reading, Writing and Mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness.

We have a supportive, active whole school community who willingly involve themselves in School life.

Our Motto:

**Strive to Achieve**

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

## Strategic Direction 1

### Student Learning and Wellbeing

#### Purpose

To develop engaged, self-directed and resilient learners through high expectations, explicit teaching and wellbeing. We aim to develop in students the ability to set goals, self-direct and articulate their learning with a focus on students' wellbeing to ensure that they can connect, succeed and thrive.

#### Improvement Measures

'Excelling' (in the elements of Learning Culture and in Wellbeing in the Learning Domain of the School Excellence Framework) and at 'Thrive' level (in the Wellbeing Framework) through both self-assessment and in the External Validation processes.

Strengthening positive, respectful relationships amongst students. Supporting and enabling the whole school community in the pursuit of excellence, wellbeing and engagement to support learning.

Teaching programs clearly reference differentiated teaching and learning to meet the needs of all students and provide opportunities for continuous improvement for all students, across the full range of abilities.

Students are achieving higher than expected growth on internal school progress and achievement data in literacy and numeracy.

#### Progress towards achieving improvement measures

**Process 1:** School assessment and tracking strategies used to inform teaching and learning programs for all students.

Evaluation	Funds Expended (Resources)
Tracking strategies were utilised across the school to support the collation of assessment data. Strategies utilised included Best Start, Essential Assessment, L3, Multilit, PB4L. This enhanced the schools ability to develop learning plans to support student needs. Student wellbeing and engagement is a priority focus area for the school with students being actively engaged in the process; the schools PB4L program and positive rewards program gained great momentum with students K–6 as students reflected on the positive outcomes. Students who achieved their 'Silver & Gold' award were rewarded for their commitment to learning and positive behaviour. All students K–6 participated in a whole school excursion to Timezone as an end of year reward for the engagement in the PB4L program.	\$6000 12 days L3 training x 1 staff member  Community volunteer  \$100 Student morning tea – Silver Award  \$300 student excursion – Gold Day  \$300 Reward day

**Process 2:** Classrooms are innovative and active learning environments where students have the opportunities to excel.

Evaluation	Funds Expended (Resources)
The school environmental & STEM educational program, Nature Explorers, utilises an active 'Base Camp' outdoor learning classroom that continues to engage students in weekly activities with nature and creative problem-solving STEM activities integrated into the teaching and learning cycle.  Collaborative student, staff, community, and community of schools, partnerships actively support improved outcomes for students through the collective collegial programming of teaching and learning programs, collaborative contributions to CoS PLC to support professional development, a combined efficacy and commitment to ongoing improvement and student well-being.  The school provides learning experiences that contribute to the development	Stanford University; How to teach Math for Teachers \$100 /teacher, SDD.

## Progress towards achieving improvement measures

**Process 3:** Students are emotionally, behaviourally and intellectually engaged at school.

Evaluation	Funds Expended (Resources)
<p>At Stokers Siding Public School 36% of students achieved gold award level, 15% Silver, 36% Bronze and 13% reached Green and Orange levels. The success of the positive engagement program was reflected in the decrease in behavioural incidents and 100% decrease in students suspensions during term 3 of 4 of the school year.</p> <p>An excursion to Tropical Fruit World was implemented as a reward day for student commitment and focus in school Nature Explorer program.</p> <p>Resources have been successfully utilised to best meet individual and collective student needs. Professional practice is valued by staff, community, and students alike. There is a commitment to ongoing improvement and student wellbeing as demonstrated by active involvement and positive engagement in the PB4L program.</p>	<p>\$500 for certificates and rewards</p> <p>Hot chips for bronze award winners</p> <p>Student/Principal morning tea for silver award students</p> <p>School excursion to the cinema for gold award students</p>

## Strategic Direction 2

### Effective and Explicit Teaching

#### Purpose

To create a stimulating, challenging yet supportive professional climate for teachers, which uses data to inform quality practice. We aim to use direct instruction in the delivery of reading, writing and numeracy and ensure that students are given time needed to engage with the learning process and to receive effective feedback.

#### Improvement Measures

Embedded and explicit systems are used to facilitate effective teaching practice and the development of learning goals for students. These are informed by the analysis of internal and external student progress and achievement data.

Teachers provide explicit, specific and timely formative feedback to support student learning.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas meeting the needs of all students.

increase percentage of students in top 2 bands for reading and numeracy.

#### Progress towards achieving improvement measures

**Process 1:** High impact and evidence based lesson planning.

Evaluation	Funds Expended (Resources)
<p>Collegiate Day – Staff from across the S8 CoS combined to collaboratively program and develop 2020 learning experiences ensured consistency and quality in learning experiences for students of Stokers Siding Public School.</p> <p>Ongoing PL in dispositions with CoS – Development of PL program for school staff in 2020. Dispositions training to be embedded in numeracy programs across the school.</p> <p>Introduction to 4C's engaged staff in developing a collaborative approach to change schools pedagogical approach and mindset.. Staff were equipped and empowered to develop deeper, more relevant and creative learning environments in conjunction with students and to develop a program of engagement that runs K–12.</p> <p>Through a variety of professional learning opportunities including Visible Learning, Dispositions, 4C's (Communication, collaboration, creativity and Critical Reflection), collegiate days, online professional learning from Stanford University, L3 and PLAN2 staff at Stokers Siding Public School evidence high impact and evidence based planning.,</p>	

**Process 2:** Explicit teaching in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>A focus on identifying student starting points allowed for a greater focus on needs based educational outcomes. Staff were able to embed student identified goals into the teaching and learning cycle.</p> <p>All teachers explicitly teach literacy and numeracy to students at all levels of achievement.</p> <p>Staff were confident in the delivery of L3 program and understood how to best meet the needs of students in the program.</p>	

**Process 3:** Effective feedback that acknowledges student effort and achievement.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All students K–6 positively engaged in the PB4L merit reward program.</p> <p>Individualised learning goals and personal learning plans acknowledge student effort and achievement. Students have a clear understanding of what they need to know and what they need to learn next.</p>	

**Process 4:** support from curriculum advisor, LANSA, Instructional Leader to assist staff in developing individual targets in reading and numeracy for all students.

Evaluation	Funds Expended (Resources)
<p>Staff at Stokers Siding Public School were supported by LaNSA , the PLC and the curriculum coordinator to apply knowledge, teaching strategies and to develop engaging teaching activities that were directed at the individual needs of students across all KLA's K–6.. Staff organised content into coherent, well–sequenced learning and teaching programs in a collegial environment ensuring best possible teaching and learning programs for the student of Stokers Siding Public School.</p>	

### Strategic Direction 3

#### Collaboration and Improvement

##### Purpose

To engage and impact on students' learning through high-level engagement and collaboration within a professional learning community. We aim to continue to improve student outcomes and whole-school improvement with a commitment to fostering a school-wide culture of collaborative planning and reflection on instruction embedded in everyday school life.

##### Improvement Measures

School leaders across the professional learning community (S8) are leaders of learning and responsible for facilitating and encouraging participation in professional learning activities across all our schools.

Teachers' professional learning and development are directed at students' needs and improving learning outcomes.

The school collaborates with parents and local community, where appropriate, to deliver benefits to both the school and the community.

Collaborative partnerships with the local Community of Schools (S8) and local (Murwillumbah) schools are active and positive where all teachers are supported, and support one another, to continuously develop their skills and knowledge.

##### Progress towards achieving improvement measures

**Process 1:** The establishment of a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.

Evaluation	Funds Expended (Resources)
<p>The school has continued to build on the collaboration and improvement of the S8. Stokers Siding Public School students and staff have been professionally supported by the Community of Schools and have gained a deep collaborative understanding of our community vision to collaborate, learn and inspire.</p> <p>Teacher professional development was directed at early years learning, the school has invested in the L3 program to ensure students k-2 have the best start to school. PD in the PLAN2 and the progressions for staff K-6 to ensure all teaching and learning programs are meeting the needs of individual students.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6812	At Stokers Siding Public School a key initiative was to ensure students are supported with explicit strategies to support and engage Aboriginal students in literacy and numeracy. At SSPS we were able to ensure two teaching staff members were available throughout the year to support and target student needs. Engagement in class activities continued to grow throughout the year and was reflected in the improved school attendance rates.
<b>Low level adjustment for disability</b>	Learning & support flexible funding Low Level Adjustment for Disability Funding \$6533 teacher  0.2 FTE staffing allocation Funding Support \$21343	Individual students have received specialised support for academic, social and emotional needs. Data indicates an increase in students learning outcomes in Literacy and Numeracy. A higher percentage of students with additional learning needs were able to receive 1 to 1 learning support throughout 2019.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$3948	0.037 classroom teacher FTE allocation
<b>Socio-economic background</b>	\$3000 PL (L3)  \$3000 teacher release  \$5000 teacher  \$2000 Reading resources to support L3 implementation	Professional learning and the teaching strategies of L3 has had great impact on student growth in literacy as evidenced in PLAN data.  Increased number of students accessing a greater range of activities due to financial support and subsidies.  All staff participated in Positive Behaviour for Learning professional learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	23	17	12	8
Girls	22	17	5	5

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.6	94.1	98.9	92.4
1	92.3	95.2	95.6	89.6
2	94.6	90.4	98.4	58.7
3	92.5	89.6	89.4	97.9
4	88.8	88.7	92.7	75.7
5	89.7	92.2	92.7	75.3
6	90.9	84.6	91.6	72.1
All Years	91.8	90.1	93.6	78.9
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)	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	-5,395
<b>Revenue</b>	449,111
Appropriation	443,866
Sale of Goods and Services	470
Grants and contributions	4,735
Investment income	40
<b>Expenses</b>	-411,819
Employee related	-361,842
Operating expenses	-49,977
<b>Surplus / deficit for the year</b>	37,293

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	17,585
<b>Equity Total</b>	49,034
Equity - Aboriginal	6,812
Equity - Socio-economic	13,077
Equity - Language	1,268
Equity - Disability	27,876
<b>Base Total</b>	326,562
Base - Per Capita	3,989
Base - Location	2,164
Base - Other	320,408
<b>Other Total</b>	27,007
<b>Grand Total</b>	420,188

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](https://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

Through out 2019, Stokers Siding Public School sought the opinions of parents, students and teachers about the school. Staff meetings, student forums, P&C meetings and surveys were utilised.

In all cases, all stakeholders felt the school is moving in a very positive direction.

100% of surveyed respondents indicated enjoyment of the warm and inviting culture present here at Stokers Siding PS.

Staff are 100% committed to improving opportunities for students and ensuring the success of every program that is implemented at the school.

Students indicated deep satisfaction in the amount of opportunities available for them to participate in.

# 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.