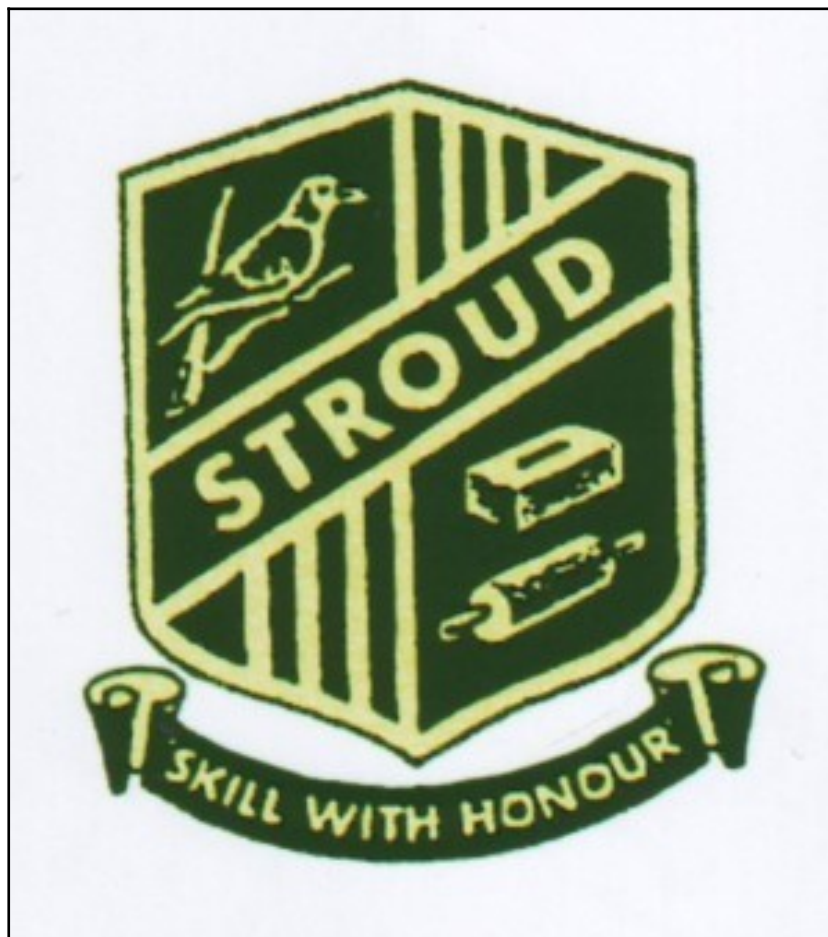


Stroud Public School

2019 Annual Report



Introduction

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

Stroud Public School

Erin St

Stroud, 2425

www.stroud-p.schools.nsw.edu.au

stroud-p.school@det.nsw.edu.au

4994 5255

School background

School vision statement

Within a culture of respect, care and equity, our learning community is committed to providing all students with the skills and knowledge to enable them to become confident, active and informed citizens now and in the future.

School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences.

There are currently 86 students attending the school. Aboriginal students make up 3% of the school population. There are five teaching staff, three administration staff and one teaching principal.

The school works in close, professional and strategic partnership with a small schools collegial group and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to develop teacher quality and 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	Excelling
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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Inspired Learning

Purpose

To engage all students in relevant and inclusive future focused learning activities to gain the skills required for life long learning – critical thinking, creativity, communication and collaboration.

Improvement Measures

Student Learning

Students show improvement in the development of future focused learning skills from 2018 baseline data.

Leadership and Curriculum

100% of teachers demonstrate increased confidence and effective skills in successfully delivering quality future focused learning.

Progress towards achieving improvement measures

Process 1: Student Learning

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration including a future focused coding and robotics project.

Evaluation	Funds Expended (Resources)
In 2019, the 4C's lessons, that were created by the 4c's committee in 2018, were implemented in every class in every school across the Southern Teaching Principal's Collegial Leadership Network (CLN). At Stroud Public School, all students participated in weekly, explicit lessons regarding the dispositions and the critical and creative thinking processes. Staff saw an increase in students understanding and use of the 4Cs within the classroom. As a result of this successful implementation, the 4C's committee was re-established at the end of 2019 in order to continue to develop 4C lessons for the CLN. At this meeting, feedback highlighted the importance of teaching and learning the skills, the appropriateness and the value of the program and the relevance to the student's learning. In 2020, the 4C's program will continue to build on the explicit teaching of the dispositions and the critical and creative thinking processes.	Four casual days for 4C's committee member to develop the future focussed learning program—\$2061

Process 2: Leadership and Curriculum

School leader drives the development of teachers' capacity to develop and implement programs based on critical thinking, creativity, collaboration and communication.

Evaluation	Funds Expended (Resources)
During 2019, using the 4C's program and resources developed by the committee, all staff implemented the program into their classrooms. Feedback from staff showed that they were confident when teaching the program and could see the relevance of teaching critical and creative thinking skills across their whole class program. During 2019, staff also developed their understanding of technology through the use of spheros. Beginning sphero lessons were developed and placed on Google Drive for all teachers to access. In 2020, in order to continue to develop teacher capacity to teach quality future focussed learning skills effectively, the 4C's committee have developed a program to build on the explicit teaching of the dispositions and the critical and creative thinking processes.	Eight days of professional learning was used to upskill staff in the use of new technology—\$4112

Strategic Direction 2

Excellence in Teaching

Purpose

To develop the capacity of teachers to use explicit teaching and feedback strategies to improve student outcomes in literacy and numeracy.

Improvement Measures

Learning and Development

Lesson observations and reflections of Quality Teaching Rounds demonstrate improved explicit teaching skills and effective, targeted feedback evident in classroom practice.

Effective Teaching Practice

In the School Excellence Framework element of professional standards the school moves from delivering to sustaining and growing in the theme of literacy and numeracy focus.

Progress towards achieving improvement measures

Process 1: Learning and Development

Teachers engage in professional learning to improve whole school teaching practice. A culture of continual improvement is developed based around mentoring, evaluative practices and expertise led by the principal in collaboration with other schools.

Evaluation	Funds Expended (Resources)
During 2019, Quality Teaching Rounds were again conducted across three schools Stroud, Stroud Road and Stratford. Through staff discussion and feedback across the 2018 rounds, the emphasis of these Quality Teaching Rounds became the use of learning intentions, success criteria and feedback in their focus lessons on writing. Throughout the year, professional learning on using learning intentions, success criteria and feedback supported the teachers in the use of these strategies in their classroom practice. In gathering feedback and data on the Quality Teaching Rounds, teachers have identified that their confidence in using these strategies has improved and they are now using them in other subject areas. Quality Teaching Rounds, focusing on learning intentions, success criteria and feedback will be continued in 2020 and improvement of teaching skills will be monitored.	Sixteen days of release for teachers to participate in Quality Teaching Rounds—\$8224

Process 2: Effective Teaching Practice

Professional learning for teachers in the use of explicit teaching strategies to question, scaffold and assess students providing specific formative feedback within the context of well defined lesson structures.

Staff participate in aboriginal cultural awareness program Connect to Country.

Evaluation	Funds Expended (Resources)
This improvement measure is closely aligned with our work in Quality Teaching Rounds. In 2019 the school has been working on developing the teacher's understanding of effective strategies in teaching literacy and numeracy skills and knowledge. Professional learning has been undertaken to develop the strategies of learning intentions, success criteria and feedback in order to impact the teaching of literacy and numeracy in the classroom. Consistent teacher judgement was also a focus for writing in 2019. In making judgements about the school moving to sustaining and growing on the School Excellence Framework, evidence will continue to be collected on	Eight days release to engage in professional learning on Learning Intentions, Success Criteria and Feedback— \$4112

Progress towards achieving improvement measures

student achievement and teacher quality (through Quality Teaching Rounds). Evidence collected so far suggests that our improvement measure is on track.

The aboriginal cultural awareness program 'Connect to Country' has not been implemented due to issues which impacted on the collaboration with other stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4620	The funding to support aboriginal students in our school was used to employ a school support learning officer to implement individual learning programs for literacy. Students who participated in these individual programs made significant progress in the development of their literacy skills.
Low level adjustment for disability	\$10881	This funding was used to employ a teacher 9–1pm five days per week to teach literacy and numeracy to year one and two students. The opportunity to create smaller class sizes particularly in the K–2 area has meant that students have shown good growth in both literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	\$15260 (staffing)	This funding was used to supplement staffing for the 5/6 class.
Socio–economic background	\$46561	This funding was used to employ a teacher 9–1pm five days per week to teach literacy and numeracy to year one and two students. The opportunity to create smaller class sizes particularly in the K–2 area has meant that students have shown good growth in both literacy and numeracy.
Professional learning	\$8874	These funds were used to provide relief for teachers to participate in Quality Teaching Rounds throughout the year. The evidence collected shows that teachers have shown improvement in their teaching skills through observation and coding of lessons.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	41	44	42	31
Girls	52	49	42	38

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.3	93.3	93.8	91.1
1	93.3	94.5	90.7	94.9
2	95.2	90.8	92.2	91.8
3	94.6	94.1	94.6	91.7
4	89.4	93	96.1	90.7
5	91.2	92.9	92.6	94.4
6	91.6	91.5	92.2	93.1
All Years	92.5	92.8	93.2	92.7
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)	2.54
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	160,367
Revenue	876,324
Appropriation	836,127
Sale of Goods and Services	3,511
Grants and contributions	35,052
Investment income	1,633
Expenses	-895,293
Employee related	-776,389
Operating expenses	-118,904
Surplus / deficit for the year	-18,969

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	25,919
Equity Total	94,077
Equity - Aboriginal	4,620
Equity - Socio-economic	57,232
Equity - Language	0
Equity - Disability	32,224
Base Total	672,270
Base - Per Capita	19,710
Base - Location	6,372
Base - Other	646,189
Other Total	33,344
Grand Total	825,610

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

Each year schools are required to seek opinions of students, parents and teachers about the school. In 2019 students in years 4,5 and 6 participated in the 'Tell Them From Me' survey, parents also participated in the survey and teachers provided responses in a focus group.

Parents surveyed (only 5 respondents) felt that they feel welcome when they visit the school and can easily speak to their child's teacher. Another positive was that the teachers have high expectations for their child to succeed and that their child was encouraged to do their best work. The parents also felt that their child was clear about the rules for school behaviour. The areas for improvement the parents see are around supporting learning at home through talking about the importance of school and how well they are doing at school.

In the focus group, the teachers were positive about the strong learning culture at the school and this was reinforced by the external validation panel. All teachers engaged confidently with the professional learning implemented and felt supported through the learning process. High expectations of student learning and behaviour were reinforced by all staff.

Some of the student responses are presented below and these responses indicate that a high proportion of students are positive about the school:

- 87% of students feel accepted and valued by their peers and by others at school
- 83% have friends at school they can trust and who encourage them to make positive choices
- 93% do not get into trouble at school for disruptive and inappropriate behaviour
- 87% of students are interested and motivated in their learning
- 97% of students try hard to succeed in their learning

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.