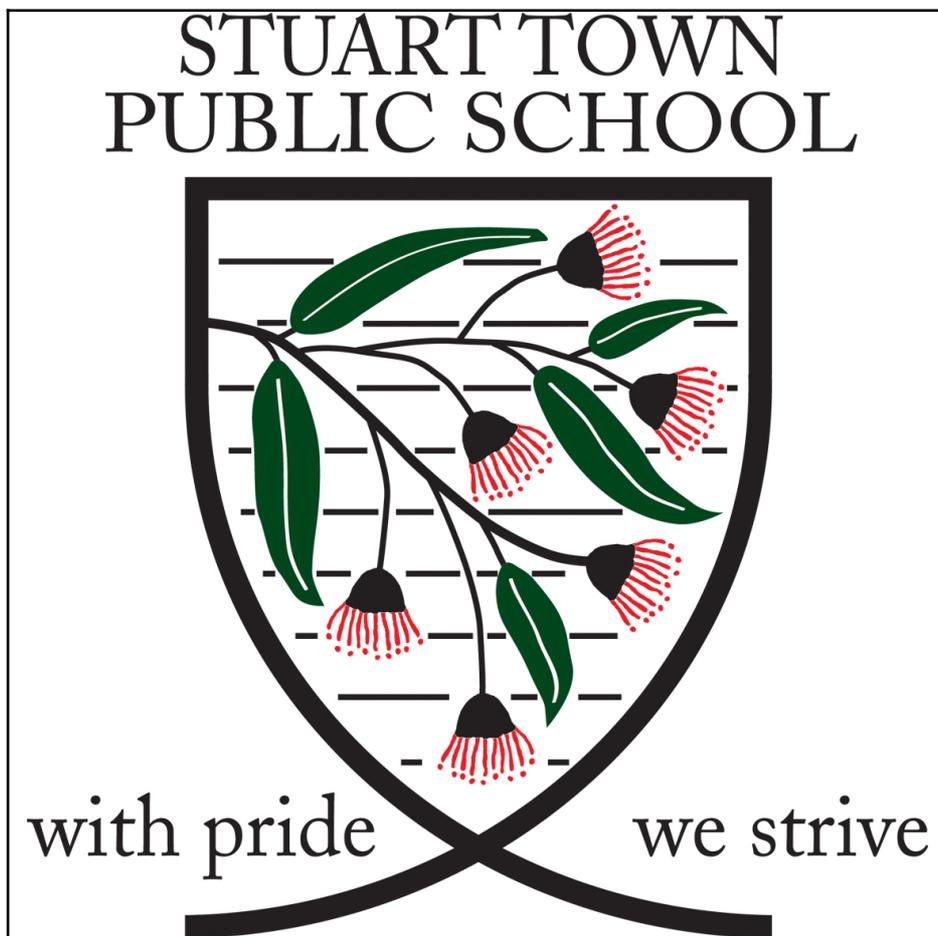


Stuart Town Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Stuart Town 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

Stuart Town Public School

Burrendong Way

Stuart Town, 2820

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

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

6846 8243

School background

School vision statement

Stuart Town Public School is committed to creating a harmonious, positive environment, which is inclusive, engaging and supportive. The school staff are committed to developing individual strengths, a love of learning and the capacity to achieve through catering for each child's emotional, social and academic needs and development.

School context

Stuart Town Public School is a small rural school located mid way between Dubbo and Orange. In 2019 there were 18 students enrolled from Kindergarten to Year 5 with 9 girls and 9 boys in the cohort, with 44% identifying as Aboriginal.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required.

Students are provided with extensive opportunities to participate in programs that support engagement through music, digital technologies, Wiradjuri Language, performance and the arts.

The school has a committed staff with a mix of experienced and early career teachers who share a strong interest in best practice and delivering an effective pedagogical approach.

Stuart Town Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment.

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	Sustaining and Growing

Strategic Direction 1

Student Learning and Engagement

Purpose

The purpose is to actively engage all students in meaningful and challenging educational experiences through personalised and differentiated learning programs. The goal is to meet the standards as outlined by the Premier's Priorities relating to student educational improvement and wellbeing. Staff aim to support students to become authentic, socially respectful, responsible citizens within their local communities.

Improvement Measures

All students will be achieving stage appropriate learning outcomes in Literacy and Numeracy and demonstrate greater than or equal to growth in NAPLAN results.

Increased student engagement and wellbeing.

Progress towards achieving improvement measures

Process 1: Whole School Wellbeing

Develop, implement and evaluate a whole school approach to wellbeing.

Evaluation	Funds Expended (Resources)
<p>A whole school approach to wellbeing was completed to enable students to self reflect and strengthen their social skills.</p> <p>The impact of this was an increased consistent approach by students when problem-solving challenges they encountered in various settings.</p> <p>Our future direction will be:</p> <p>Enhancing the monitoring system for wellbeing across the school and next steps in learning.</p>	Staff Meeting

Process 2: Effective Learning Strategies.

Research best practice and explicitly teach students how to effectively learn with an emphasis on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Explicit teaching strategies were implemented with a focus on individualised learning in Literacy and Numeracy aligned to their learning goals.</p> <p>Consolidation of Number Talks across the school in Numeracy as a strategy was completed where students increased their mathematical understanding across key concepts.</p> <p>Our future direction will be an increased focus on systemic use of data in planning.</p>	Staff meeting

Process 3: Collaborative Community Partnerships

Authentic Experiences

Initiate and implement authentic learning experiences beyond the classroom eg. STEM, annual excursions, canteen.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Strategic extra-curricula learning opportunities were provided K-6 to enhance student connection to various KLA's and complement the teaching covered throughout the year.

The result of this was effective learning experiences and engagement that enabled n increased sense of community by all students.

STEM was a focus during 2019 with students completing Coding and Robotics with staff undertaking professional learning in this area.

The impact of this innovation in learning was increased technology skills and the ability to take risks with their learning.

Our future directions will include continued trialling of Robotics and Coding that will be integrated across other KLA's.

SLSO

\$2000 STEM

Strategic Direction 2

Professional learning and collaborative practice.

Purpose

The purpose is to promote, build and sustain the professional learning of all staff members with a focus on data analysis and best practice.; and develop collaborative community partnerships between local small schools and interagency groups.

Improvement Measures

Increase the capacity of staff to use data to better inform best practice in their teaching and learning.

Increase the number of effective partnerships and learning alliances.

Progress towards achieving improvement measures

Process 1: Professional Learning

Collaboratively build staff capacity and expertise in the implementation of explicit teaching of Literacy and Numeracy; data analysis to inform and reflect on teaching practice; innovative practices including the use of technology.

Evaluation	Funds Expended (Resources)
<p>As a school we Improved collection and monitoring systems across all grades to enable next steps in individualised learning to occur.</p> <p>The impact was scheduled assessment and data reflection across the school at point of need.</p> <p>The future direction will be to continue to strengthen data literacy and data analysis.</p>	<p>Release for staff</p> <p>Staff Meeting</p> <p>Instructional Leader</p>

Process 2: Collaborative Partnerships

Develop and implement processes for collaborative partnerships and learning alliances to enhance student achievement..

Evaluation	Funds Expended (Resources)
<p>Students were very engaged with the community partnership in the Artist in Residence as well as the Dubbo Regional Council initiatives. This partnership was also extended to a collaborative Music Program with Euchareena Public School.</p> <p>The impact of these initiatives enabled increased capacity and achievement in Creative and Performing Arts for all students.</p> <p>Staff engaged in a learning alliance with other small schools to share best practice in Literacy.</p> <p>Our future directions will include collaborative performance development and systems to enable monitoring of school improvement.</p>	<p>Artist</p> <p>Materials</p> <p>Teacher from Language Nest.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15292	Employment of additional staff to support individualised learning K–6 was completed. It was also used to increase access to opportunities and experiences for all students.
Low level adjustment for disability	\$13141	Employment of additional support staff to enable point of need instruction for students K–6. This allowed students to consolidate their learning in targeted areas.
Quality Teaching, Successful Students (QTSS)	\$2668	Additional employment of staff for individualised instruction and best practice in teaching.
Socio–economic background	\$25549	This was used for staffing to support targeted Literacy and Numeracy programs across the school. The impact of this was to increase student engagement and achievement in curriculum outcomes aligned to their PLP.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	6	9	9
Girls	4	4	6	9

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	92.6	88.1	87
1	96.2	95.2	82.9	92.4
2	96.5	97.8	93.7	89.9
3		97.4	95.8	
4	98.9		89.3	85.4
5	96.8	97.8		88.9
6	95.3	100	94.2	
All Years	96.4	96.1	89.8	88.6
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		94.1	93.6	
4	93.9		93.4	92.9
5	93.9	93.8		92.8
6	93.4	93.3	92.5	
All Years	93.9	93.9	93.4	92.9

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

*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	190
Revenue	399,174
Appropriation	390,057
Sale of Goods and Services	150
Grants and contributions	8,983
Investment income	-16
Expenses	-371,434
Employee related	-307,143
Operating expenses	-64,291
Surplus / deficit for the year	27,740

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	0
Equity Total	53,989
Equity - Aboriginal	15,292
Equity - Socio-economic	25,549
Equity - Language	0
Equity - Disability	13,148
Base Total	307,103
Base - Per Capita	3,520
Base - Location	8,508
Base - Other	295,076
Other Total	26,811
Grand Total	387,903

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs

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

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

Parent/caregiver, student, teacher satisfaction

Parents contributed to the compilation a 2 Stars and a Wish Survey. The survey that has been uploaded was completed during Education Week after classroom visits from parents.

The student sample is a self reflection that enables informed data on how the students feel they are personally applying themselves to their work and their capacity to organise themselves.

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.