

2020 Annual Report

The Pocket Public School



2890

Introduction

The Annual Report for 2020 is provided to the community of The Pocket 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.

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School vision

The Pocket Public School provides a stimulating learning environment in cooperation with students, staff and parents. Our school fosters quality relationships in a caring and supportive environment.

Our vision is for all staff to confidently deliver an innovative and engaging curriculum that will both challenge and support student learning to promote a community of future focused learners who will develop a sense of autonomy and responsibility for their own learning journey.

We will work collaboratively with the Valley of Small Schools (VOSS) Learning Community to achieve a variety of initiatives to enhance student outcomes.

School context

The students at The Pocket Public School are motivated, active learners who take advantage of the many opportunities a small school has to offer. They have strong friendships with their peers and teachers and a solid sense of community. The staff maintain a school-wide, collective responsibility for student learning and success.

The student body and community have embraced current innovations. Students learn in an environment that is nurturing and dedicated to them achieving their highest potential. The students are encouraged to use their learner dispositions to embed new 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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Innovative, Inclusive Practice

Purpose

To create a stimulating learning environment using well developed and evidence based approaches to cater for individual student learning needs.

Improvement Measures

By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external assessments.

100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed. .

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Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality TPL in literacy and numeracy teaching practice.

The Craft of Writing (L3 and Seven Steps)

Collaboratively develop strategies to improve student writing and develop teacher practice using well developed and evidence based approaches.

Evaluation	Funds Expended (Resources)
All students knew and understood explicit learning goals that were linked to PLAN2 data. Teachers logged PLAN2 data in writing every 5 weeks, incorporating explicit learning goals into small group and whole class lessons. Teachers collaborated through professional dialogue during and after logging student writing samples on PLAN2. Teachers implemented 7 steps to writing into their teaching and learning cycles. This was evident through observations and programming. Through high impact TPL we have also identified and incorporated High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice and Collaboration from the research base of What Works Best. We are working towards moving our knowledge of progressions across to reading and phonological awareness in the next planning cycle.	Casual relief - Week 5 and 10 of Term 3 as well as week 5 of Term 4 = \$6000 TPL sessions - inschool - \$0

Process 2: Visible Learning

Implement a whole school integrated approach for students to take responsibility for their own learning and teachers to make learning visible.

Evaluation	Funds Expended (Resources)
Through walk through it was evident that the whole school had implemented Learning Intentions and Success criteria within writing. Each student had	Nil - In school TPL

Progress towards achieving improvement measures

their own learning goal that they received specific feedback on.

These strategies will be implemented across all KLAs in the planning cycle.

Process 3: 2019

Progressions / PLAN2

To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum.

Evaluation	Funds Expended (Resources)
PLAN2 was used as a formative assessment tool to track student learning progress in writing. These results were used to support teachers to differentiate the curriculum to meet the needs of all learners.	See Process 1

Strategic Direction 2

Collaboration

Purpose

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

Improvement Measures

Teacher collaboration within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgment.

Demonstrated growth of student outcome from base line VoSS base line data. is reflected the common assessment task.

Progress towards achieving improvement measures

Process 1: Collaborative VoSS Process

Teacher & student collaboration to improve quality of student outcomes.

Engagement and enrichment project

Collaboratively develop strategies to improve student writing and develop teacher practice.

Evaluation	Funds Expended (Resources)
Due to COVID no collaboration across schools could occur to meaningful level. All staff have indicated through survey results that they would like to continue to collaborate across schools with a focus on Inquiry Based Learning.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of an SLSO to support social skills and learning -\$5561	All Aboriginal students had Individual Learning Plans. Individual gains linked to PLPs were made. Attendance concerns were linked with PLP - Increased attendance evident.
English language proficiency	Nil	Nil
Low level adjustment for disability	FTE - 0.2 - Employment of extra teaching staff to support small group learning. SLSO employment - \$8 197.	FTE used to employ extra teaching staff to support all learners and making a fourth class teacher position. SLSO employment saw small group and individual support for students working towards stage outcomes. This supported student learning linked to individual PLPs and wellbeing.
Quality Teaching, Successful Students (QTSS)	FTE - 0.115. Employment of fourth teacher.	Employment of fourth teacher allowed the principal the take on an instructional leadership role and support all staff.
Socio-economic background	\$16 297 - Staffing.	The employment of a classroom teacher supported children's learning across the school. The principal was able to take on the role of instructional leader through this process.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	30	27	38	42
Girls	30	32	41	50

Student attendance profile

School				
Year	2017	2018	2019	2020
K	86.8	89.2	90.1	87.2
1	90.1	84.2	87.9	84.8
2	91	90.8	77.6	88.7
3	92.6	86.6	90.8	80.1
4	94.8	90.6	84.6	87.1
5	90.5	92.6	94.9	67.7
6	87.7	91.7	87.7	88.1
All Years	90	89.1	87.9	84.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3.45
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	112,932
Revenue	1,138,089
Appropriation	1,097,810
Sale of Goods and Services	7,749
Grants and contributions	32,305
Investment income	225
Expenses	-1,146,619
Employee related	-1,047,341
Operating expenses	-99,278
Surplus / deficit for the year	-8,530
Closing Balance	104,401

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.

	2020 Approved SBA (\$)
Targeted Total	77,703
Equity Total	51,932
Equity - Aboriginal	5,561
Equity - Socio-economic	16,297
Equity - Language	0
Equity - Disability	30,074
Base Total	810,899
Base - Per Capita	19,000
Base - Location	4,261
Base - Other	787,639
Other Total	45,231
Grand Total	985,765

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Focus groups with with parents, students and teachers were targeted at whole school programs. Results showed all groups were happy with the current direction of the school. Moving into 2021 both parents and students would like the students to have more voice within the school and decision making processes where appropriate.

Staff believe a move from writing to reading and numeracy will align more with DoE priority areas.

All stakeholders indicated they would like a school wellbeing system to be implemented in the next school planning cycle.

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.