

2020 Annual Report

Stanwell Park Public School



3103

Introduction

The Annual Report for 2020 is provided to the community of Stanwell Park 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

At Stanwell Park Public School quality education with meaningful, engaging and individualised learning experiences, inspire students to achieve their goals. Data informed decision-making and evaluative student-centred practice helps staff focus on learning outcome improvement. We work together as a whole school community to develop confident, resilient students with positive self-esteem who challenge themselves to take risks in their learning.

School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern beach suburbs of the Illawarra Region. Our school belongs to the Seacliff Community of Schools and values the opportunities our students are offered through this supportive relationship. Bulli High School is our local high school. In 2019 there are 168 students enrolled, 5% coming from a language background other than English.

The Stanwell Park Public School Parents and Citizens' Association is an active and vital group that supports school programs and student learning through resource acquisition and the organisation of events that engage the community with the school.

Stanwell Park Public School is known for the extracurricular activities offered to students. A Training Band and a Performing Band have been maintained for the past eighteen years. Debating and public speaking programs are valued and the school is well represented in many sporting fields. Future focused initiatives offer students high order inquiry based learning opportunities with staff committed to setting high expectations for all students.

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	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-CENTRED TEACHING, LEARNING AND CURRICULUM

Purpose

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and motivated to deliver their best and continually improve.

Deep, rich, future focused learning opportunities are offered to students by teachers with expert contemporary curriculum knowledge.

There is a school-wide, collective responsibility for the development of positive, respectful relationships that promote student wellbeing to ensure optimum conditions for student learning across the school.

Improvement Measures

- NAPLAN results indicate all students are achieving proficiency in Literacy and Numeracy in line with the Premier's Priorities
- All students will achieve expected growth in Literacy and Numeracy NAPLAN results
- NAPLAN results of all Aboriginal students indicate proficiency in Literacy and Numeracy
- School wellbeing programs result in measurable improvement as evidenced in the Tell Them From Me survey data

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Ensure learning is data driven and based on formative assessment practices. Outcomes are maximised by students receiving timely targeted feedback and adjustments aimed at supporting, extending and enriching their learning.

Evaluation	Funds Expended (Resources)
<p>As a result of COVID, NAPLAN was not completed in 2020.</p> <p>An overall analysis of our 2018-2020 NAPLAN results indicate 60% of students in Year 3 and 5 are achieving proficiency in line with the Premier's Priorities in the area of Reading. Our overall target of 100% of students achieving proficiency was not met.</p> <p>In all areas, 72% or more students achieved at or above the expected growth in NAPLAN 5.</p> <p>In Writing, 93% of students achieved at or above expected growth. Again, our target of 100% of students achieving at or above expected growth was not met. We will adjust our expectations in the next plan to remain aspirational but more realistic.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$10000.00)• English language proficiency (\$2100.00)• Low level adjustment for disability (\$34800.00)

Process 2: Learning Culture

Deliver quality student-centred learning experiences in an environment where high expectations and strong parent-teacher relationships exist. Aboriginal perspectives are highly valued and incorporated into all areas of the curriculum.

Evaluation	Funds Expended (Resources)
<p>In 2020, we continued to focus on the individual learning needs of every child. The Home Learning period presented challenges to both students and staff and required innovative approaches to curriculum delivery. Feedback needed to be provided in a variety of ways and parents indicated that the communication between the school and home was effective. Once students returned to fulltime learning at school, staff continued to utilise many new</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4000.00)• Aboriginal background loading (\$2100.00)

Progress towards achieving improvement measures

delivery and communication methods to maximise the home and school connection.

Process 3: Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey data indicates that students, feel positive about all aspects of their school, have a strong sense of belonging and experience high expectations for success. Many students felt disconnected from their peers throughout the Home Learning period and it was through resourcefulness and community effort this was decreased wherever possible.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4700.00)

Strategic Direction 2

EVIDENCE-INFORMED PRACTICE

Purpose

A consistent school-wide approach of utilising evidence-informed teaching methods ensures learning progress is optimal for all students.

All teachers demonstrate research-informed innovative practice that is supported within explicit school systems. Facilitated professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback, supports ongoing school wide improvement.

Improvement Measures

- All teachers have Performance and Development Plans with the Australian Professional Standards implicitly linked with an increase in staff working towards higher levels of accreditation
- All teachers maintaining current accreditation standards evidenced by professional learning logs
- Classroom observation data and facilitated collegial discussion utilising The What Works Best Reflection Guide, indicates all teachers use evidence-informed pedagogy and regularly reflect on their educational impact

Progress towards achieving improvement measures

Process 1: Research informed pedagogy

Utilise current and relevant research to develop and implement high-quality professional learning particularly in the areas of literacy and numeracy.

Evaluation	Funds Expended (Resources)
Responsive and accelerated professional learning, particularly in the area of technology use, was a necessity in 2020. All staff willingly adopted new methods of curriculum delivery and over the course of the year finely tuned their practice as a result of the direct impact it was having on the students. The Department of Education provided an extensive suite of professional learning opportunities which staff engaged with to address their individual learning needs.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$7000.00)

Process 2: Collaborative practice

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy across all assessment platforms.

Evaluation	Funds Expended (Resources)
Facilitated professional dialogue and collaboration remains an integral part of our school culture. Whilst classroom observations involving all staff was our goal, our focus shifted as a result of COVID. Collaboration was vital to ensure consistency in curriculum delivery. High level support of one another was imperative to staff wellbeing. Strong professional relationships were forged and will promote authentic feedback opportunities for all staff in 2021.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$4600.00)

Process 3: Evaluative practice

Strengthen evaluative culture and practice by providing professional learning on using quality data to inform teaching and learning.

Evaluation	Funds Expended (Resources)
All staff explored a variety of data sources to directly compare our internal assessment measures against external measures available. Inconsistencies were observed and led to a review of our school expectations for student	

Progress towards achieving improvement measures

progress and achievement. Explicit documents were collaboratively developed to build staff capacity to support students in the pursuit of excellence.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 195.00) 	Personalised Learning Pathways are a priority with student goals being collaboratively developed between students, their parents and their teacher. These funds are used to provide the time needed to promote strong connections between home and school. Ongoing monitoring of student progress and achievement is carried out throughout the year to ensure that learning needs are identified and success is celebrated.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$2 147.00) 	These funds are used in combination with other funding sources to employ a Learning and Support Teacher for an additional day each week. This enables twice as many students from Kindergarten to Year 6 to be provided with individualised intervention and learning support in the areas of Literacy and Numeracy.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$34 893.00) 	These funds are used in combination with other funding sources to employ a Learning and Support Teacher for an additional day each week. This enables twice as many students from Kindergarten to Year 6 to be provided with individualised intervention and learning support in the areas of Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$30 518.00) 	All staff are provided with two days release per term to collaborate and engage in professional dialogue with their colleagues. Student data is explored, analysed and plans are made to address areas of concern. A focus on internal data measures exists and we are beginning to triangulate this data with external measures to ensure our judgements are supported. Stage planning days aim to promote the consistent delivery of curriculum and the ongoing and continuous evaluation of teaching and learning programs.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$4 705.00) 	Equitable educational access for all students is a priority. Families having difficulty covering the cost of various learning opportunities that enhance day-to-day curriculum delivery are supported.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	76	72	68	77
Girls	78	84	100	88

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	94.2	94.3	98
1	95.6	93.4	93.7	94.9
2	95.3	92.8	94.9	95.6
3	95.8	89.6	93.6	96.7
4	94.9	93.3	94.9	94.1
5	92.9	94.6	93.7	95.5
6	92.7	91.6	94.4	94.7
All Years	94.7	92.8	94.2	95.7
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*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	142,468
Revenue	1,686,058
Appropriation	1,601,271
Sale of Goods and Services	5,351
Grants and contributions	79,078
Investment income	358
Expenses	-1,662,759
Employee related	-1,479,983
Operating expenses	-182,777
Surplus / deficit for the year	23,299
Closing Balance	165,767

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	66,443
Equity Total	43,940
Equity - Aboriginal	2,195
Equity - Socio-economic	4,705
Equity - Language	2,147
Equity - Disability	34,893
Base Total	1,414,526
Base - Per Capita	40,405
Base - Location	0
Base - Other	1,374,122
Other Total	61,084
Grand Total	1,585,994

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

The leadership team measures school and community satisfaction to evaluate management practices and processes. There is an ongoing commitment to improve service delivery and for the school to be seen as responsive to community feedback.

When surveyed, our community identified these key areas of strength.

Students

- Percentage of students participating in school sports and extracurricular activities is well above state average.
- Try hard to succeed in their learning.
- Feel challenged and confident in their English and Maths lessons.

Parents

- Feel welcome and can speak easily with classroom teachers and administrative staff.
- Student progress reports are written in easy to understand terms.
- Believe teachers encourage students to do their best work and take into account the needs, abilities and interests of each child.

Our community data indicates we could improve in the following areas.

Students

- Percentage of students with a positive sense of belonging.
- Number of Year 5 students who value schooling outcomes.
- Interest and motivational levels of students is below state average.

Parents

- The number of parents who speak regularly to the classroom teacher about the learning of their child.
- Find some form of communication platforms more useful than others.
- School maintenance.

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.