

2020 Annual Report

Stroud Public School



3125

Introduction

The Annual Report for 2020 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.

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School vision

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 65 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. 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	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)
<p>In our self-assessment process we looked at a range of evidence to support our judgements in the effectiveness of the future focused 4Cs program in meeting the improvement measures of building staff capacity and upskilling students in the 4Cs of creative and critical thinking, communication and collaboration and increasing parent engagement with digital learning portfolios. A triangulation of data was used to support our assessment and included observations, teaching programs, committee meeting notes, surveys, Performance Development Plans (PDPs) and student work samples.</p> <p>At the end of 2019, teaching programs, committee notes and student work samples clearly showed that the 4Cs program was strongly embedded across all classrooms within every school across our Southern Teaching Principal's Collegial Leadership Network (CLN). At Stroud Public School lessons were completed weekly regarding the dispositions and/or creative and critical thinking processes with student work samples and surveys showing all students having shown growth/improvement in their development of these future focused learning skills. When surveyed students believed that they were transferring these learnt skills into other areas of their learning. Due to the COVID-19 outbreak, implementation of the program and staff professional learning came to a halt mid way through term 1 2020.</p> <p>We will continue to implement the 4Cs program and build on the skills and knowledge developed over the school plan, embedding the 4Cs into teaching and learning programs to allow students to apply these skills across a variety of contexts.</p>	<p>4 days casual release for 4C's committee members to finalise the program for 2020- \$2061</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2061.00)

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)

Progress towards achieving improvement measures

Throughout the program, staff confidence and skills in teaching the 4Cs showed improvement, with all staff engaging in a variety of professional learning activities. PDP's highlighted the importance staff placed on the teaching and learning of these skills and the value of the program in developing their own ability to successfully engage students in the 4Cs. Teaching programs show teachers embedding the 4Cs across a variety of KLA's. Staff surveys show that staff believe that the professional learning provided as well as teaching the 4Cs program increased their confidence in teaching the future focused skills.

No funding was expended as COVID19 impacted the program.

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)
<p>In our self-assessment process we looked at a range of evidence to support our judgements. External and internal data samples including NAPLAN, PAT, PLAN2, student work samples, quality teaching rounds coding sheets, staff surveys, anecdotal records and teacher observations were used to inform our assessment against the improvement measures.</p> <p>Quality Teaching Rounds and professional learning of staff in the areas of feedback, learning intentions and success criteria formed the basis of this strategic direction. The evidence collected from Quality Teaching Rounds-coding sheets, staff surveys, teacher observations and narratives have shown a marked improvement in the use of success criteria, learning intentions and feedback in teaching practice. Due to the COVID-19 outbreak, implementation of Quality Teaching Rounds were suspended in 2020 so data referenced is from 2018 and 2019.</p> <p>Lesson observations and reflections of Quality Teaching Rounds demonstrate improved explicit teaching skills and effective, targeted feedback evident in classroom practice.</p>	<p>Quality teaching rounds were suspended due to COVID19 and so no funding was used.</p>

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)
<p>Using evidence from our external validation and the schools self-assessment of the School Excellence Framework we have achieved the improvement measure of our school moving from delivering to sustaining and growing in</p>	<p>No funds were expended as COVID19 impacted professional learning across schools.</p>

Progress towards achieving improvement measures

the theme of literacy and numeracy in the School Excellence Framework of Professional Standards. Our progress can be evidenced by improved outcomes for students in the areas of literacy and numeracy using the data sources of PAT tests, check in assessments, PLAN2 and student work samples The 'Connect to Cpuntry' program was not offered this year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4576	This funding was used to employ a school support learning officer to implement an individual literacy program. Students in this program showed significant progress in assessments conducted across the school year, including PAT tests, reading assessments and check in assessments.
Low level adjustment for disability	\$9979	This funding was used to employ two teachers to share a five day week to form a one/two class. The opportunity to create smaller class sizes particularly in the K-2 area has meant that most students have made more than expected growth in both literacy and numeracy evidenced by data collected across the year.
Quality Teaching, Successful Students (QTSS)	\$12689	This funding was used to employ two teachers to share a five day week to form a one/two class. The opportunity to create smaller class sizes particularly in the K-2 area has meant that most students have made more than expected growth in both literacy and numeracy evidenced by data collected across the year.
Socio-economic background	\$33091	This funding was used to employ two teachers to share a five day week to form a one/two class. The opportunity to create smaller class sizes particularly in the K-2 area has meant that most students have made more than expected growth in both literacy and numeracy evidenced by data collected across the year.
Professional learning	\$7592	The funding was used to engage a professional learning coordinator across the collegial network to facilitate professional learning for this alliance. The funding also provided days to release the principal for planning and development of the school plan and for staff to engage in professional learning around data and its collection. Reflections from principals have highly valued the professional learning coordinator and its role in the planning and development of the school plan.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	44	42	31	29
Girls	49	42	38	36

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	93.8	91.1	87.3
1	94.5	90.7	94.9	88.2
2	90.8	92.2	91.8	89.2
3	94.1	94.6	91.7	86.9
4	93	96.1	90.7	87
5	92.9	92.6	94.4	90.1
6	91.5	92.2	93.1	90.4
All Years	92.8	93.2	92.7	88.5
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)	2.51
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, 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	141,398
Revenue	869,869
Appropriation	846,839
Sale of Goods and Services	51
Grants and contributions	22,421
Investment income	558
Expenses	-891,814
Employee related	-816,842
Operating expenses	-74,972
Surplus / deficit for the year	-21,945
Closing Balance	119,453

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	27,884
Equity Total	69,523
Equity - Aboriginal	4,576
Equity - Socio-economic	33,091
Equity - Language	0
Equity - Disability	31,856
Base Total	690,931
Base - Per Capita	16,595
Base - Location	5,734
Base - Other	668,602
Other Total	31,526
Grand Total	819,863

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

Each year schools are required to seek feedback on the school from students, parents and teachers. In 2020 students and teachers participated in the 'Tell Them From Me' survey. There were no responses from parents to the 'Tell Them From Me' survey but a parent satisfaction survey was sent home from the school to gather their feedback on the school.

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

- 100% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 100% of students try hard to succeed in their learning
- 63% of students had scores that placed them in the desirable quadrant with high skills and high challenge in their English and Maths classes. This is compared to the NSW Govt norm which was 53%
- In positive teacher-student relations where students feel teachers are responsive to their needs and encourage independence with a democratic approach, the school mean was 9.1. The NSW Govt Norm was 8.4
- In expectations for success where school staff emphasise academic skills and hold high expectations for all students to succeed, the school mean was 9.4. The NSW Govt Norm was 8.7.
- 100% of students agree (20%) and strongly agree (80%) that they are proud of their school.
- 97% of students also know where to seek help if bullied
- all drivers of student outcomes- effective learning time, relevance, advocacy at school, positive student-teacher relations, positive learning climate and expectations for success were above the NSW Govt Norm.

Parent surveys noted the following aspects of the school were valued and also indicated that parents are positive about the school:

- teachers and principal are very friendly
- the class sizes, small numbers and resources
- school values
- communication between home and school

Parents also noted areas for improvement were the communication between home and school about curriculum and consideration of more play equipment for the younger students.

Teachers survey results indicated that they were positive about:

- working with school leaders to create a safe and orderly school environment
- collaborating with other teachers to get helpful feedback about their teaching
- engaging students fully in classroom activities
- establishing clear expectations for classroom behaviour
- setting high expectations for student learning

Teachers identified these areas for improvement and reflection:

- helping students set challenging goals
- giving students feedback on their work that brings them closer to achieving their goals
- sharing student learning goals with parents

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.