

2020 Annual Report

Stuart Town Public School

STUART TOWN
PUBLIC SCHOOL



with pride

we strive

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Introduction

The Annual Report for 2020 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.

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School vision

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. At the end of 2020 there were 20 students enrolled from Kindergarten to Year 6 with 12 girls and 8 boys in the cohort, with 50% 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 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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)
Explicit teaching of positive behaviour expectations delivered and feedback systems implemented.	\$500

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)
Assessment schedule developed and reviewed regularly.	Staff meeting/ IL
Professional learning delivered by the instructional leader led to improved assessment strategies and feedback to students.	Assessment schedule Additional staff and release

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)
Additional devices improved the delivery and engagement of STEM programs.	Additional staff Staff meeting
Community of small schools strengthened collaboration between teachers in the local area.	CoS Group and beyond Purchase of more coding/robotics equipment.

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)
Professional development was provided in a range of areas including literacy, numeracy and technology.	\$1000.00
Data analysis was a focus leading into external validation process and the development of the situational analysis.	

Process 2: Collaborative Partnerships

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

Evaluation	Funds Expended (Resources)
Partnerships with parents, the local community and external agencies have been strengthened through regular personalised learning plan meetings and community events.	Regular parent engagement and home-school communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 846	Additional classroom teacher employed to provide intensive instruction in literacy and numeracy.
Low level adjustment for disability	\$13 874	Employment of additional support staff to increase in-class assistance and adjustments for individual students in literacy and numeracy.
Quality Teaching, Successful Students (QTSS)	\$2 735	Employment of additional staff to provide intensive instruction in literacy and numeracy.
Socio-economic background	\$37 143	Additional staffing to support individualised learning in targeted literacy and numeracy programs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	6	9	9	12
Girls	4	6	9	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.6	88.1	87	92.4
1	95.2	82.9	92.4	88.3
2	97.8	93.7	89.9	94.3
3	97.4	95.8		88.8
4		89.3	85.4	9.1
5	97.8		88.9	93.1
6	100	94.2		88.6
All Years	96.1	89.8	88.6	88.9
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		92.1
4		93.4	92.9	92
5	93.8		92.8	92
6	93.3	92.5		91.8
All Years	93.9	93.4	92.9	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)	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, 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	27,930
Revenue	456,645
Appropriation	450,245
Sale of Goods and Services	250
Grants and contributions	6,127
Investment income	23
Expenses	-403,824
Employee related	-350,452
Operating expenses	-53,372
Surplus / deficit for the year	52,821
Closing Balance	80,751

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	0
Equity Total	64,862
Equity - Aboriginal	13,846
Equity - Socio-economic	37,143
Equity - Language	0
Equity - Disability	13,874
Base Total	324,848
Base - Per Capita	4,329
Base - Location	9,334
Base - Other	311,185
Other Total	29,066
Grand Total	418,776

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

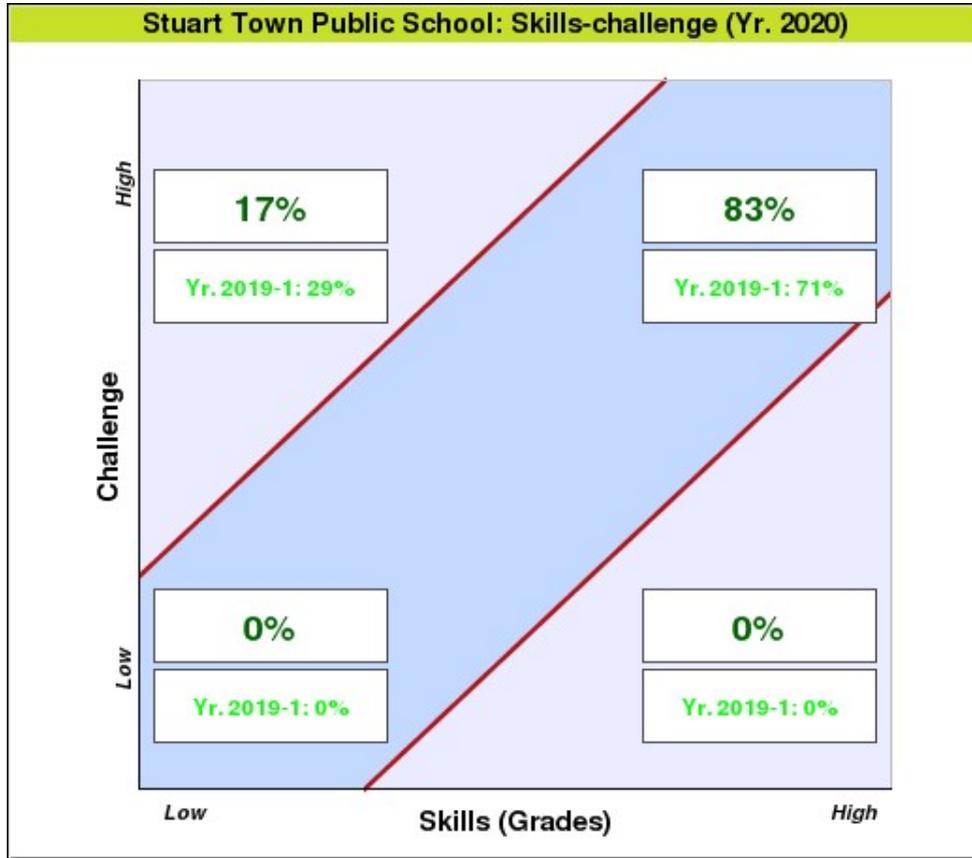
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

A Tell Them From Me student survey was completed, however the data needs to be read with caution due to the small cohort of six students in Years 4-6.

83% of students reported being in the desired High Skills-High Challenge quadrant in their learning, an uplift of 12% from 2019.



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.