# 2020 Annual Report

## Stuarts Point Public School

3643

# Introduction

The Annual Report for 2020 is provided to the community of Stuarts Point 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

Stuarts Point Public School
Banksia Rd
Stuarts Point, 2441
www.stuartspt-p.schools.nsw.edu.au
stuartspt-p.school@det.nsw.edu.au
6569 0627

## School vision

Stuarts Point Public School is committed to creating independent lifelong learners who develop resilience and perseverance through a growth mindset.

We offer a wide range of quality learning opportunities where students develop a love of learning in a culture of high expectations. Curiosity, independence, creativity and critical thinking are fostered while the wellbeing of our students is fundamental throughout the learning journey.

As high quality teachers we are dedicated to working collaboratively towards common goals to promote equity and excellence so that our students can be successful learners who are confident, creative individuals ready to become the next generation of active and informed citizens and functional members of society. (Melbourne Declaration on Educational Goals for Young Australians, 2008)

## School context

Stuarts Point Public School is a small school located on the Mid North Coast of NSW.

Our enrolment supports three multi-stage classes and includes students from a diverse range of backgrounds. The Family Occupation and Education Index (FOEI) for the school community is 157 which is well below the state average of 100. We have an ATSI student population of 32%.

The school is supported by the SBAR equity loading: Socio-economic and Aboriginal background. Early Action for Success (EAfS) is a feature. This strategy combines high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. Evidenced based programs such as TEN and L3 in Kindergarten and Stage 1 are a priority.

Our school motto "To Greater Heights" is continually emphasised as all students are encouraged to be self-directed lifelong learners, where every child is supported and empowered.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

The school has an active P&C and a proud tradition of meeting the community and state-wide educational needs of students for over 125 years.

# 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 | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

**Learning**

In the domain of **Learning** the evidence supports that the school is Sustaining and Growing in *Curriculum, Assessment* and *Reporting.* In *Curriculum* all classroom teachers have differentiated classroom delivery, with all students having specific English and Mathematics learning goals that they could articulate and were actively engaged in achieving. In *Assessment* students have used NESA graded work samples, success criteria and "what a good one looks like" scaffolds to engage in learning activities and receive feedback on their efforts. In *Reporting* a whole school summary of student report grades, comments and attendance patterns has become an embedded practice and enables all staff to analyse and use to inform future practice that meets student learning needs.

The school is measured at Delivering across the other three elements. In *Learning Culture* the learning progress of all students has involved goal setting, explicit teaching and student-driven learning activities using the Area of Focus tool in PLAN 2. In *Wellbeing* there has been a continued focus on developing and embedding processes that effectively monitor, support and improve student wellbeing and engagement. In *Student Performance Measures* the comprehensive use of Area of Focus goals has enabled staff to use ongoing observations with assessment data like L3 data, to monitor student learning progress and plan forward. The Year 3 and 5 students were part of the new check-in assessment which gave independent, external data used to moderate teacher judgement of student learning.

**Teaching**

In the domain of **Teaching** the school has shifted to Sustaining and Growing in *Professional Standards* while maintaining its focus on *Learning and Development* at this level. Two staff members have been supported to gain their accreditation. All classroom teachers have continued to collaborate regularly, both in school-prioritised meetings and during the COVID remote learning period, where the focus is on improving the teaching and learning across the entire school.

The school is measured at Delivering across the elements of *Effective Classroom Practice* and *Data Skills and Use.* Classroom teachers have used a range of techniques to provide feedback to students, using survey information of the students to cater the feedback. All staff have used professional learning to confidently and effectively evaluate student understanding. This has been completed using observations and a range of assessment strategies, including L3 monitoring, SENA and teacher- developed Kahoots. These are used to provide students with prompt and clear feedback so that they can improve.

**Leading**

In the domain of **Leading** the evidence showed that the school maintained the level of Sustaining and Growing for three elements.

In *School Planning, Implementation and Reporting* all staff have been involved in the development, implementation and monitoring of the School Plan. All teaching staff regularly share how their classroom practice and professional activities are linked toward the Strategic Directions of the School Plan. In *School Resources* all staff have effectively used available technology and software to enhance learning and service delivery, especially during the COVID learning from home period. In *Management Practices and Processes* our school has gathered information from Tell Them From Me surveys, phone interviews and student voice to evaluate school community satisfaction. The evidence shows a continued level of Delivering for *Educational Leadership.* The leadership team worked closely with all staff to consolidate a high expectations culture in the school. COVID-19 impacted community engagement despite staff attempts to provide innovative, virtual modes for school activities.

## Strategic Direction 1

Resilient, Successful Learners

## Purpose

To develop resilient, successful literacy and numeracy learners who are reflective, developing a growth mindset to learn, adapt and become responsible citizens who flourish now and in future years.

## Improvement Measures

All students show significant improvement in engagement with their learning, understanding how they learn and their ability to self regulate.

SCOUT literacy and numeracy value added data indicates a movement towards sustaining and growing in K-3, 3-5 and 5-7.

## Overall summary of progress

2020 is the final year of this school plan cycle. There was 1 new temporary classroom teacher and COVID-19 employed staff in both teaching and SLSO roles. As a whole staff, there was a strong, intentional focus on meeting SD1.

Staff continue to be developing their knowledge, expertise and workplace application of PLAN2. Staff are currently at different levels of knowledge and expertise in using both PLAN 2 and SCOUT. Further professional learning to unpack the National Progressions and link them to the NESA syllabus has been conducted.

All teaching staff have engaged in professional learning to effectively use the English and Mathematics syllabus with the National Literacy and Numeracy Progression to plan, deliver and evaluate teaching programs. There has been a focus on actively created learning spaces where students are encouraged to be reflective and receptive to learning challenges. This has worked in concert with all teaching staff explicitly using the Area of Focus tool and sharing that with students so that all students K-6 can articulate what they are learning and how they might work towards achieving it.

## Progress towards achieving improvement measures

### Process 1: Student Agency

Students understand how they most effectively learn, becoming self monitoring, resilient, motivated learners.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A working knowledge of how the Progressions and Syllabus can be effectively used during the teaching and learning cycle.<br> • Classroom teachers used the Area of Focus tool to monitor Understanding Text, using the developed learning intention to shape their guided reading content and groupings. This was then extended further into Creating Text and Additive Strategies.<br> • Staff modelled and shared effective goal setting techniques, prompting and supporting students K-6 to be able to know their learning goal, how to share it with others, and what to do to achieve the goal.<br>Staff focused on developing Student Agency with a customised technique used by each class:<br> • K/1 used the tickled pink, green for growth feedback system<br> • 2/3/4 used SeeSaw to record their learning journey<br> • 4/5/6 used Google classroom and Kahoots to provide timely, specific feedback on student understanding of concepts | see funds from Key Initiatives |

### Process 2: Literacy and Numeracy Skills.

Students engage in learning activities where they apply critical, interpretive, problem solving and flexible thinking to construct and refine literacy and numeracy skills.

|  |  |
|---|---|
|  |  |

| Progress towards achieving improvement measures | |
| --- | --- |
| **Evaluation** | **Funds Expended (Resources)** |
| All teaching staff K-6 used PLAN 2 in five week cycles to monitor the progress of literacy and numeracy skills for each and every student.<br><br>All classroom teachers engaged in the 5 + 2 professional learning project where staff experimented and adopted changes to how they planned, delivered and evaluated the Mathematics block. These changes included questioning techniques and the level and types of tasks offered.<br><br>Staff focused on developing mathematical reasoning, thinking and communicating by incorporating Number Talks during the Mathematics blocks. The technique was customised for each class:<br>• K/1 used hand signals and a colour coded recording system<br>• 2/3/4 used thinking time, buddy talk, group and then whole class sharing<br>• 4/5/6 used student whiteboards and JamBoard<br>All students on Learning and Support caseload were monitored using PLAN 2, providing clear information for all teaching staff about their progress and the next most important learning point.<br>• Embedded the use of class tracking sheets as evidence of classroom observations | see funds from Key Initiatives |

## Next Steps

- Staff and students to work collaboratively to build whole school approaches towards student learning, including lesson instruction, questioning techniques and feedback strategies. Staff will need to develop and build on their existing pedagogical repertoire through collaboration, high impact professional learning and evident-based practices.
- Staff to embed the use Area of Focus tool in PLAN 2 so that every student can articulate, work towards and regularly get feedback on.
- All staff to readily and selectively use assessment tools and platforms released by DoE as they become available as valuable opportunities for data triangulation. These include Phonics screening, Phonological Awareness Diagnostic Assessment and Check-in.

## Strategic Direction 2

Inspired, Collaborative Teachers

## Purpose

To develop highly expert, inspired teachers who show collaborative and reflective practice, demonstrating personal responsibility in order to improve student learning through evidenced based strategies.

## Improvement Measures

All teachers use the Australian Professional Standards for Teachers (APST) to reflect on and refine their teaching practice ensuring that evidence based pedagogy is embedded K-6.

School self evaluation against the School Excellence Framework 2 (SEF 2) indicates a movement from delivering to sustaining and growing in the *Teaching* domain element of *Learning and Development* with a focus on collaborative practice, feedback, expertise and innovation.

## Overall summary of progress

2020 is the final year of this school plan cycle. There was 1 new temporary classroom teacher and COVID-19 employed staff in both teaching and SLSO roles. As a whole staff, there was a strong, intentional focus on meeting SD2.

Instructional Leadership continued to support all staff K-6. This involved working together in the classroom (maintaining social distancing) with a focus on trialing and implementing evidence-based practices in a supportive and reflective environment. The COVID learning from home period presented opportunities for staff to work collegially in developing and evaluating learning programs. Technology and web-based platforms were also experimented and used to facilitate quality teaching experiences.

The change in delivery modes for professional learning during 2020 was taken advantage of staff. Staff were able to access professional learning online and this saw an increase in the professional learning undertaken which was then implemented in the classroom. All teaching staff worked together to complete the 5+2 project, which involved a series of tasks, including planning and delivering lessons in the classrooms, and this was reflected on both within school and more widely as written posts on the Open Learning Platform. This project demanded that the staff involved critically evaluate their current practice and provided techniques and strategies to adopt and adapt.

## Progress towards achieving improvement measures

### Process 1:    Evidence Based Pedagogy

Staff will use evidence based research to drive effective teaching strategies, where continuous assessment and professional learning are key drivers of change.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All teaching staff have engaged in professional dialogue unpacking readings sourced from CESE and the 5 + 2 project.<br><br>Changes in teacher practice with the trial of different teaching strategies were seen in each classroom:<br> • In K/1 L3 Stage One influenced independent writing with continuous writing over a number of days being adopted<br> • In 2/3/4 a variety of criteria for student grouping was used to create an inclusive and supportive environment<br> • In 4/5/6 the mathematical tasks used ReSolve and NRICH resources to widen the task demand and encourage a spirit of inquiry<br>All classroom teachers trial new assessment tools, like Check-in, Year 1 Phonics Trial and the Phonological Awareness Diagnostic Assessment, to provide greater insight into student learning. | see funds from Key Initiatives |

### Process 2:    Collaborative Reflective Expertise

## Progress towards achieving improvement measures

**Process 2:** Teachers use regular longitudinal opportunities to self assess their teacher impact on learning outcomes and use this to drive collaborative conversations and shared expertise practices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All teaching staff have engaged in collaborative meetings with the Instructional Leader using the co-plan, co-teach and co-reflect model.<br><br>Each term all staff shared an element of their collaborative expertise providing a worked example of their practice and its impact in the classroom. These was specific for each class setting:<br> • In K/1 the intentional sequence of programming for Number Talks;<br> • In 2/3/4 the use of the T4L robotics kit to increase engagement and participation;<br> • In 4/5/6 the use of Mike Askew's tripod model in mathematics.<br>Feedback practices have continued to become more embedded.<br> • All staff engaged in professional learning around feedback.<br> • Students were surveyed so that whole school data could be obtained about the types of feedback that they receive, what their preference was and whether feedback has a positive impact on their learning progress. | see funds from Key Initiatives |

## Next Steps

- Ensure opportunities for all staff to share knowledge and lead professional learning across all key learning areas.
- Develop whole school feedback strategies which are multidimensional:  teacher-teacher, teacher-student, student-teacher, student-student.
- Continue to build working relationships with all staff that focus on teaching with rigour, intentionality and self-reflection.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | $23,335 | Stronger Smarter philosophies implemented across all facets of school and High-Expectations relationships built upon.<br><br>All students supported through Personalised Learning Plans (PLPs) at key intervals throughout the year.<br><br>Employed additional staff (SLSO) to support wellbeing and tiered interventions.<br><br>Students supported in learning out comes through Home Play club, resulting in positive attitudes to schooling.<br><br>Improved the quality of teaching and learning opportunities for Aboriginal students.<br><br>Cross Curricular Aboriginal perspectives integrated into teaching and learning programs throughout the year aiming to ensure all students are educated about Aboriginal history and culture.<br><br>Connecting to Country program was attended by a staff member who then shared the skills learnt, leading ATSI perspectives in the curriculum. |
| **Low level adjustment for disability** | $9,238 + .2 FTE | The Learning and Support Teacher (LaST)worked in partnership with classroom teachers, parents and students to improve the quality of teaching and learning opportunities for students.<br><br>Targeted support provided through Learning and Support (L&S) team processes for tiered interventions.<br><br>Teachers supported with rigorous processes to build staff capacity to plan, assess and benchmark students to inform and differentiate programming and pedagogy.<br><br>Nationally Consistent Disability Data collection processes. |
| **Quality Teaching, Successful Students (QTSS)** | $9,626 | School Administrative Officer (SAO) was employed to support the School Administrative Manager (SAM) in financial administration. This enables executive staff to support classroom teachers with explicit high quality teaching and learning opportunities for students. |
| **Socio-economic background** | $54,782 + .1FTE | Executive staff were released to drive milestones in our school plan which included student learning and staff mentoring.<br><br>Staff supported with data collection and analysis which includes monitoring Progressions in five week cycles to inform teaching and plan for learning.<br><br>We set out to strengthen Community |

| Socio-economic background | $54,782 + .1FTE | partnerships through the employment of a Community Liaison Officer (CLO) but this was hindered by COVID restrictions.

Students were supported by tiered interventions including MultiLit from Learning Support Officers (SLSO) and innovative programs like 'Big School' ran but were interrupted by COVID restictions throughout the year. |
|---|---|---|
| Early Action for Success (EAfS) | $66,934 | FTE Instructional Leader funded at DP level through Early Action for Success provided staff with mentoring, coaching and targeted professional learning.

Staff participated in Language, Learning, Literacy (L3) Kindergarten and L3 Stage 1 and continued with Additive Strategies in Mathematics.

Instructional Leader collaborated with staff to strategically plan targeted interventions in literacy and numeracy which were delivered according to need. Student progress was monitored against the Literacy and Numeracy Progressions. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2020** |
| Boys | 22 | 20 | 22 | 23 |
| Girls | 30 | 37 | 35 | 36 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2017** | **2018** | **2019** | **2020** |
| K | 96.5 | 87.7 | 86.6 | 86.8 |
| 1 | 96.3 | 84 | 89 | 88.4 |
| 2 | 91 | 93.1 | 92.1 | 85.9 |
| 3 | 91.7 | 89 | 91.5 | 83.6 |
| 4 | 95.1 | 93.8 | 77.9 | 86.7 |
| 5 | 94.1 | 95.8 | 94.8 | 79.6 |
| 6 | 91 | 91.6 | 92.2 | 88.1 |
| All Years | 93.7 | 90.6 | 89.9 | 86.2 |
| **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.

Stuarts Point Public School 3643 (2020)

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Classroom Teacher(s) | 2.48 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.41 |

*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** | 628,985 |
| **Revenue** | 999,351 |
| Appropriation | 993,743 |
| Grants and contributions | 3,960 |
| Investment income | 1,649 |
| **Expenses** | -927,719 |
| Employee related | -844,153 |
| Operating expenses | -83,566 |
| **Surplus / deficit for the year** | 71,633 |
| **Closing Balance** | 700,618 |

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** | 78,036 |
| **Equity Total** | 120,570 |
|     Equity - Aboriginal | 23,335 |
|     Equity - Socio-economic | 65,720 |
|     Equity - Language | 400 |
|     Equity - Disability | 31,115 |
| **Base Total** | 683,610 |
|     Base - Per Capita | 13,709 |
|     Base - Location | 15,874 |
|     Base - Other | 654,027 |
| **Other Total** | 94,924 |
| **Grand Total** | 977,140 |

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.

**Internal Student Performance and Assessment Data - Check-in assessments**

The Check-in assessments were optional online reading and numeracy assessments designed to assist schools following the disruptions to schooling in 2020. We administered the two online formative assessments for students in Year 3 and Year 5. Each assessment is designed to be quick and easy to administer, consisting of approximately 40 multiple choice questions. Feedback from the Check-in assessments, including links to teaching strategies were available in Scout. Student assessment information was also mapped against the National Literacy and Numeracy Learning Progressions and accessed in PLAN2.

**Internal Student Performance and Assessment Data - L3**

L3 Kindergarten began implementation at SPPS in 2014. It is a research-based literacy intervention which aims to increase Literacy opportunities for students with diverse needs to achieve expected outcomes. L3 assessments give us an understanding of student's abilities in Reading and Writing.

**Internal Student Performance and Assessment Data: Best Start**

Best Start was first conducted at Stuarts Point Public School in 2009. It has been linked to the K-2 Literacy and Numeracy continuum, then to the K-6 Literacy and Numeracy Continuums and then to the National Literacy and Numeracy Progressions. It is a 1:1 interview conducted at the entry point to Kindergarten.

**Internal Student Performance and Assessment Data: SBSR**

The Assessment and Reporting Policy for the school outlines an assessment schedule with times for data entry points, K-6. The school uses the NSW DoE reporting system of SBSR to provide twice yearly reports to parents for each of the key learning areas. Classroom teachers develop personalised comments for each student, indicating strengths and areas of improvements. This includes an effort scale and a grade given - from Limited to Outstanding. A whole school SBSR summary is compiled and shared with all teaching staff so that CTJ and collegial understanding of the entire school population can be developed.

**Internal Student Performance and Assessment Data: PLAN 2**

Currently PLAN2 is used by all teachers to monitor student progress in literacy and numeracy. The data is collated in five-weekly intervals by all teachers and is monitored by the IL who uses this to guide explicit collaborative conversations with staff and tailor targeted interventions to support student needs. All classroom teachers use the Area of Focus (AoF) tool to monitor sub-elements and set explicit student learning goals. Continued monitoring of student skills and understanding via PLAN2 in sub-elements, will provide teachers with the opportunity to monitor and track student achievement and target instruction based on informed assessment of learning.

Feedback from staff, students and parents is used to assist in determining directions. Our school conducts biannual TTFM student surveys, annual parent and staff TTFM surveys.

Stuarts Point Public School (SPPS) utilises the **Learning Bar 'Partners in Learning Parent Survey**' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The radar chart 'Perspectives of Parents' compares these results with those of other NSW government schools in each reported area. The results have been converted to a 10-point scale, where 10 shows strong agreement and 5 is a neutral position. We outperform state in all areas except 'parents supporting learning at home'. This has been consistent with data in the past.

Parents generally feel welcome at SPPS with an overall score of 7.9 out of 10 which is higher when compared with the state norm of 7.4 but lower than previous years that we have surveyed. 'The school's administrative staff are helpful when I have a question or problem' scored the highest at 9.5 and 'I am well informed about school activities' at 9.0 and 'written information from the school is in clear, plain language'. When comparing the data to the previous year most scores had decreased which could be attributed to the COVID guidelines of parents not being on school site. 'Parent activities are scheduled at times when I can attend' has placed lowest in responses for the years 2017-2020 (irrespective of number of surveys completed). An avenue to consider is: survey parents about continuing to provide streamed assemblies - on school website.

The results indicated that parents are well informed with a score of 7.5 compared to the state norm of 6.4. This however has decreased from previous reporting periods. Our highest rating of 8.0 was 'Reports are written in terms I understand' and 'Teachers would inform me if my child was not making adequate progress'. 'I am informed about my child's social and emotional development' has had the lowest response in 2018, 2019 and 2020. We may need to consider wellbeing as a focus in the school to higher its profile.

Overall, all of the scores were lower in this part of the survey: 'Parents Supporting Learning at Home' which gave us a score 10% below state at 5.3. Our lowest score in all years of participating in this survey is: Parents don't feel they 'talk about how important schoolwork is' at 3.5. In 2019 talking about how important schoolwork is recorded 7.5. It is interesting that this was not used by the parents to encourage students in their learning especially as a lot of learning from home occurred this year (compared with possibly just Home Play in previous years). This reinforces the data we saw with high attendance rates at school during COVID lockdown periods and is an avenue to explore for future directions.

The results of parent surveys over the years represent a fluctuating percentage. We have ranged from 8 surveys completed in 2015 to 29 completed in 2019. This year we scored low again with only 5 surveys completed. In previous years we have invited our parent community in to access technology to complete the survey on-line, provided paper copies and we upload the data or give incentives like afternoon tea packages. We were unable to do that this year due to COVID guidelines and we attribute this to the lack of on-line responses.

The **Tell Them From Me (Student Outcomes and School Climate)** student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework**.**

Our report provides results based on data from 21 students in our school from Year 4-6 who completed the survey in 2020. This year the TTFM survey was conducted in small groups to comply with COVID-19 regulations. The staff member supporting the survey had a lot more of the students ask questions for help and also make positive comments about the experience when compared to other years. When looking at the data, there were shifts both positive and negative within a 10% range.

Student participation in extracurricular activities shows the percentage of students from our school at 10% above the NSW government norm in regards to high rates of participation in art, drama, or music groups; extracurricular school activities; or a school committee. Our girls underperformed with a positive sense of belonging while 88% of our boys feel accepted and valued by their peers and by others at their school which is higher than NSW government norms. Our social and emotional outcomes show positive relationships with students indicating they have friends at school they can trust and who encourage them to make positive choices. Although we are on par with government norms this is 10% down when compared to last year. Our students out perform state by more than 10% in those who are interested and

motivated in their learning at 95% when compared to NSW government norm of 78%. We also out perform state in effort with students indicating they try hard to succeed in their learning with a school mean of 91%.

When comparing the socio-emotional outcomes of our students to the previous year, our group decreased from 68% to 50% of students in the desirable quadrant with high skills and high challenge which is still on par with state norms. Shifts in school means, both positive and negative, were also negligible. School pride saw a change in the distribution of students across the agree and strongly agree responses, moving from 24 and 59% respectively in 2019 to 33 and 38% in 2020. The overall grouping is a change from 83% to 71%.

Areas to explore further are the measures around student perseverance levels and students with a positive growth orientation.

The *TTFM Focus on Learning Survey* is a self-evaluation tool for teachers and schools.

When analysing the *Eight Drivers of Student Learning* we scored 2.2 points above NSW Govt norm for Leadership with our school placed at 9.3 when compared to 7.1 for the state norm. Staff felt: School leaders have helped me create new learning opportunities for students, I work with school leaders to create a safe and orderly school environment, and School leaders have taken time to observe my teaching all at a score of 9.6. This data from 2019 is comparable for most years we have undertaken the survey.

Learning Culture also rated high at a total overall of 9.0 with all staff rating that they monitor the progress of individual students. 9.6 set high expectation for student learning while 9.2 discuss learning goals for their lessons. An area staff felt they could work towards is providing students with written feedback on their work at least once every week. Feedback practices have been a focus in our current school plan and will continue into our next SIP.

Feedback from teaching staff indicating the support of an Instructional Leader is having significant impact on teacher pedagogy. The collaborative work of teachers has been dynamic as teachers share expertise to research, analyse, design, develop and reflect on practice. Through implementing evidence informed practices, teachers have been supported to improve their explicit teaching practice.

During the SEiA process we also sought opinions from students and families on **school culture and school excellence**. A number of questions were asked in focus groups. Responses were recorded as: Never, Sometimes, Always and comments were encouraged.

When analysing the data from parents we had no scores in the category of Never. The following questions rated 100% responses at Always: The school has high expectations and my child is making good progress; The school treats me as a genuine partner in the education of my child; The school promotes opportunities for the community to participate in school evaluation, development of the school vision and the school plan. Our lowest score was for the question: Students, staff, parents and community work together to improve student learning outcomes. Parents felt we only sometimes did this. While we had varied responses of Always and Sometimes for School staff have high expectations for my child's learning and I am well informed about my child' progress in all aspects of learning and wellbeing.

Staff data was consistently positive in all three categories surveyed: The school's culture and school excellence; Teaching- Literacy and Numeracy; Student behaviour management, attendance and wellbeing. Staff consistently felt: The school always has high expectations to improve student learning outcomes; This school always has a relentless focus on students and their learning; Teachers always collect, analyse and reflect on school and external data to improve student learning in literacy and numeracy; Staff are always provided with quality professional learning to improve practice and; Teachers use evidence based teaching practices and differentiate the curriculum to meet learning needs of students. Our lowest responses appeared in the statements: There is a culture of collaboration across the school to achieve goals; and Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. We have identified attendance as an avenue to further explore in our new SIP, perhaps with a multidisciplinary approach across all schools in the Mid Coast Valley network.

We also conducted **'Learning from Home' reviews** during Term 2. Most parent responses were positive in regard to the support provided by the school and the work and resources provided by the teachers. Student packages containing timetables, lessons, resources etc... were praised along with the personalised phone calls from teachers. Issues around quality and consistent internet access were raised by some families, suggesting that hard copies of work was the preferred option. Many families found setting routines for schoolwork challenging, along with sustaining motivation of their children to complete their work. School communication was rated highly during that period with support for regular ClassDojo posts and the special things we did like the Easter Bunny delivering packages around town which helped the kids feel like they were connected.

Student responses about their learning from home included many students missing their friends but liking the chance to zoom together. Stage 2 and 3 students enjoyed the flexibility that they had in completing their work and the opportunity to ask questions of friends or teacher over google classroom or to be able to chat with their teacher. Some students indicated that the use of google classroom proved tricky while TEAM meetings were fun.

# 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.

Stuarts Point Public School 3643 (2020) Printed on: 7 April, 2021