

2022 Annual Report

Stroud Road Public School



3126

Introduction

The Annual Report for 2022 is provided to the community of Stroud Road 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 Strategic Improvement 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

Stroud Road Public School

Bucketts Way

Stroud Road, 2415

<https://stroudroad-p.schools.nsw.gov.au>

stroudroad-p.school@det.nsw.edu.au

4994 5276

School vision

At Stroud Road Public School we provide a quality, inclusive learning environment where staff are committed to developing confident, independent and creative learners. Staff work in partnership with parents and carers to maintain ongoing academic growth and an environment where all students are known, valued and cared for.

Through highly effective research-based teaching practices teachers provide quality, differentiated learning programs informed by data analysis to ensure that every student improves every year.

Stroud Road students, staff and community work together to 'Participate, Learn and Succeed'.

School context

Stroud Road Public School is a small rural school on the traditional land of the Worimi people. Stroud Road is situated 8 kilometres north of Stroud and 40 kilometres south of Gloucester on 'The Bucketts Way'. Students come to school from homes based in the township of Stroud Road and from rural holdings in the surrounding area.

Stroud Road Public School is set on well-maintained grounds and caters for students from Kindergarten to Year 6. The school has one full-time Teaching Principal and a current enrolment of 9 students, including three Aboriginal students. We pride ourselves on working with each student to develop individualised learning goals supported by personalised teaching programs. These programs take into account the academic, physical, social and emotional needs of each child. The school is well-resourced with students having 1:1 access to a wide variety of technologies.

Stroud Road Public School enjoys strong, positive relationships with parents, carers and the wider community. The community works together to provide a safe, happy and supportive environment where quality education builds a solid foundation for future growth and success. Students develop confidence, co-operation, resilience, responsibility and a desire for lifelong, future focused learning.

Staff, students and the community were consulted in a thorough situational analysis prior to the development of our 2021-2024 Strategic Improvement Plan. Through this process it was identified that we need to move towards quality data-driven practices that result in all students accessing learning at their level. There will be a strong continued focus on embedding quality teaching practices, specifically explicit teaching and feedback, in literacy and numeracy programs. Through professional learning opportunities we will continue to build teacher capacity in using high impact teaching strategies that lead to students achieving expected growth and attainment in their learning. Student progress will be monitored through progression tracking and students identified as needing additional support will be given individualised intensive intervention.

Students will also be supported in developing a growth mindset that allows them to be leaders of their own learning through goal setting processes.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	Delivering
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 growth and attainment

Purpose

To ensure all students show strong growth and attainment in reading and numeracy through explicit, research-informed teaching practices and the delivery of feedback. Teachers will improve their effectiveness through high-impact professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching of Reading
- Quality Teaching of Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$11,492.10

Aboriginal background: \$1,146.88

Low level adjustment for disability: \$15,345.44

Location: \$942.24

Professional learning: \$4,855.85

QTSS release: \$1,493.97

Per capita: \$2,021.44

AP Curriculum & Instruction: \$30,114.20

Summary of progress

Reading

In 2022, with the support of the Assistant Principal Curriculum and Instruction, Close Reading continued to be implemented across years 3-6 to improve student outcomes in reading. Staff engaged in data analysis assisted by the Assistant Principal Curriculum and Instruction (APC&I) to identify student needs in reading to inform planning. The APC&I provided shoulder to shoulder support for staff during the implementation of the lessons and provided feedback to assist staff for future planning. To assist staff in the implementation of the new K-2 syllabus professional learning on Scarborough's Reading Ropes, Effective Reading K-2 and Reading Comprehension years 3-6 was delivered. From this professional learning staff with the support of the Assistant Principal Curriculum and Instruction (APC&I) developed Learning Sprints targeted at identified student needs.

A focus on enacting and embedding the K-2 syllabus, implementation of the 3-6 syllabus, learning intentions, success criteria and feedback will be a priority for 2023.

As a result of the above processes all teaching staff were involved in the implementation of Close Reading and data analysis to identify student needs in the areas of reading. Our Learning Sprint focus was on Vocabulary, where we saw a noticeable improvement in this area. Professional learning for the new syllabus documents happened on a regular basis which was supported by the APC&I. In 2023 there may need to be further professional development in the areas of Close Reading and Learning Sprints.

Numeracy

In 2022, staff participated in professional learning around the implementation of the new K-2 Mathematics Syllabus and The Big Ideas in Number (Trusting the Count). The Assistant Principal Curriculum and Instruction supported staff in analysing their assessment data around trusting the count and place value. Learning sprints were implemented for Learning and Support groups. K-2 staff were supported in utilising the 'launch, explore, summarise' pedagogy to familiarise and develop their skills in preparation for the new K-2 syllabus.

A focus on enacting and embedding the new K-2 syllabus, implementation of 3-6 syllabus, learning intentions, success criteria and feedback will be a priority for 2023.

As a result of the professional learning during 2022 staff were involved in training that encompassed the new K-2 Mathematics syllabus. We also carried out professional learning in The Big Ideas in Number and embedded this into classroom practice. Analysis of assessment data was used to support program implementation and to guide future teaching and learning programs in the area of Trusting the Count.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN reading from 28.8% to be at or above the Great Lakes Small Schools Network lower bound system negotiated target in reading of 34.8%.	Due to the small size of the cohort actual percentages can not be reported. The network small schools target for reading and numeracy was not met, however focus on the target resulted in a noticeable improvement in the reading and numeracy results across the school . Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 14.7% to be at or above the Great Lakes Small Schools Network lower bound system negotiated target in numeracy of 21.9%.	Due to the small size of the cohort actual percentages can not be reported.
No growth data due to no students sitting NAPLAN in 2021. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
No growth data due to no students sitting NAPLAN in 2021. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School self-assessment of the Teaching Domain element Effective Classroom Practice indicates the school has improved from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the themes of explicit teaching and feedback are at Sustaining and Growing.

Strategic Direction 2: Data Driven Practices

Purpose

To maximise student learning outcomes for every student and provide opportunities for students to achieve their potential growth, teachers will collaboratively develop, analyse and use assessment data to inform and modify their teaching programs in order to cater for the individual learning needs of all students. Students will utilise teacher feedback as an effective way of determining and monitoring their own learning goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning and Engagement
- Data Analysis and Use

Resources allocated to this strategic direction

Summary of progress

Effective data practice

In 2022, staff participated in high impact professional learning guided by the Assistant Principal Curriculum and Instruction in using data to inform practice. Staff used individual student and cohort data to create and implement learning sprints which were then evaluated and continued or moved on as needed.

As a result of the professional learning in 2022 teaching staff utilised data from student and cohort data to inform future teaching and learning programs that led to the implementation of learning Sprints in the area of Vocabulary which as a result showed a noticeable improvement of vocabulary use across the school.

In 2023 there will need to be continued professional learning in the areas of effective data use and practice, plus the use of summative assessment data to identify student learning and validate formative assessment practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance: Increase proportion of students attending >90% of the time to 80%.	A decreased percentage of students reached >90% attendance in 2022. Cohort size precludes the publication of percentages though individual student attendance, this is reported directly to parents and carers throughout the year.
School self-assessment of the element Assessment indicates maintaining at Sustaining and Growing with excellence in the theme of Whole School monitoring of student learning. School self-assessment of the element Data Skills and Use indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Assessment for the theme of Whole School Monitoring of Student Learning. Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of data skills and use.
Students collaboratively establish literacy and numeracy learning goals with the teacher based on feedback and their achievement as tracked on the progressions PLAN2.	At the end of 2022 all students have and are aware of their personalised literacy and numeracy goals.

<p>Most students can articulate their learning goals to their peers, teachers and parents.</p>	
<p>School assessment processes for identifying high potential and gifted students across all four domains of High Potential and Gifted Education (HPGE) are embedded within the whole school assessment schedule.</p>	<p>During 2022 all staff participated in high impact professional learning in using data to inform practice that included areas such as High Potential and Gifted Education . Due to staff changes professional learning from 2021 had to be repeated in 2022.</p> <p>School assessment processes to identify High Potential and Gifted Students are not yet embedded within the whole school assessment schedule.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,492.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teacher and SASS employed extra days to support student learning and administration roles <p>The allocation of this funding has resulted in the following impact: Students are working one on one with either classroom teacher or SASS to support their learning needs in literacy and numeracy. Students are showing signs of understanding texts when reading and writing more detailed texts. In mathematics children are showing improvement with their times tables and their number work.</p> <p>After evaluation, the next steps to support our students will be: Data has been collected and this will guide us in the next sessions of the program.</p>
<p>Aboriginal background</p> <p>\$1,146.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: There has been a noticeable change in practice from teachers in the use of Close Reading activities and Vocabulary utilising Learning Sprints. The employment of additional staff has allowed one on one and small group activities to support the learning needs in the area of Close Reading and Vocabulary. This activity has supported the engagement and performance of students in the classroom.</p> <p>After evaluation, the next steps to support our students will be: This process will be continued into 2023 to support all Aboriginal students at Stroud Road Public School.</p>
<p>Low level adjustment for disability</p> <p>\$15,345.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Stroud Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading

<p>Low level adjustment for disability</p> <p>\$15,345.44</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of a School Learning Support Officer to improve the development of students by implementing Speech and Occupational Therapist programs developed by specialists <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff to work one on one and/or in small groups with students to support their learning needs. Within the role of the teacher there has been a noticeable change of practice where they are using Close Reading and Learning Sprints in the classroom. Student engagement has also shown a positive noticeable improvement within the students reading, comprehension skills and strategies. The employment of a School Learning Support Officer has supported the teacher in the class to deliver individual and/or small group activities in reading and comprehension.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2023, this program will continue to support the learning needs of students.</p>
<p>Location</p> <p>\$942.24</p>	<p>The location funding allocation is provided to Stroud Road Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student learning <p>The allocation of this funding has resulted in the following impact: Professional learning for staff to develop understanding of Effective Reading skills and strategies.</p> <p>After evaluation, the next steps to support our students will be: Additional staff will be employed in 2023 to facilitate smaller groups and/or one on one learning sessions.</p>
<p>Professional learning</p> <p>\$4,855.85</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Stroud Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staff to unpack evidence-based approaches to teaching reading and explore modelled, guided and independent reading activities. <p>The allocation of this funding has resulted in the following impact: Professional learning for staff to develop understanding of the new K - 2 English and Mathematics syllabus and deliver effective explicit instruction in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue this program into 2023 to support the learning needs of</p>

Professional learning \$4,855.85	students.
QTSS release \$1,493.97	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff has allowed staff to work one on one with students to support their learning needs.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2023 we will continue this process/program to support the learning needs of all students.</p>
COVID ILSP \$8,970.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy activities <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff has allowed staff to work one on one and/or small group situations with students to support their learning needs. The children are taking back to the classroom the strategies that have been taught in these sessions.</p> <p>After evaluation, the next steps to support our students will be: This program will be continued into 2023 to support student learning.</p>
Per capita \$2,021.44	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Stroud Road Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support student learning outcomes. <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff has allowed staff to work one on one with students to support their individual learning needs.</p>

Per capita
\$2,021.44

After evaluation, the next steps to support our students will be:
To support student learning needs by continuing the program into 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	6	4	7
Girls	6	6	4	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.8			70.5
1	92.7	73.4		58.9
2		84.6		
3	89.1		90.8	
4	93.8	91.5		88.3
5	96.9	83.0	90.9	87.9
6	85.6	90.4	90.6	88.3
All Years	89.8	86.0	90.8	82.0
State DoE				
Year	2019	2020	2021	2022
K	93.1			87.9
1	92.7	91.7		87.4
2		92.0		
3	93.0		92.7	
4	92.9	92.0		87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.1	87.2

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	117,076
Revenue	416,918
Appropriation	409,685
Sale of Goods and Services	127
Grants and contributions	6,326
Investment income	779
Expenses	-410,581
Employee related	-356,522
Operating expenses	-54,059
Surplus / deficit for the year	6,337
Closing Balance	123,413

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	27,984
Equity - Aboriginal	1,147
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	15,345
Base Total	313,441
Base - Per Capita	2,021
Base - Location	942
Base - Other	310,477
Other Total	54,238
Grand Total	395,664

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school. At Stroud Road Public School this was achieved through the Tell Them From Me and paper based surveys throughout 2022.

The surveys noted that parents and community identified communication as being a strength at Stroud Road Public School and they feel welcomed when at school. In particular, parents feel they are able to approach the school to discuss their child's learning or to discuss any concerns they have. They feel well informed about school activities and feel the written information that is sent home from school to be clear and easily understood, as an example, news letter and notes. A high majority expressed that parent activities are scheduled at times when they can attend. A large proportion of parents expressed that the school's administration staff are very helpful when they have a question or a problem.

There was a high proportion of parents stating that they find the reporting process is written in terms they can easily understand. They also felt that if there were concerns with their child's behaviour at school, the teachers would inform them immediately. A high number of parents also stated that teachers would inform them if their child was not making adequate progress in school subjects. Parents expressed they are happy to discuss how well their child is doing in his or her classes and to talk about how important schoolwork is and ask about any challenges their child might be having. Parents indicated that they are happy to discuss with their child, their feelings towards other children at school and to take an interest in their school assignments.

At Stroud Road Public School all children like to participate in sporting activities at school but there is only a minority who participate in extra curricula activities outside of school hours. There was an average number of students who felt they had a positive sense of belonging at school and a high number felt they had positive relationships. Most students felt they value schooling outcomes. There was a minority who felt that homework was a positive activity. The majority felt that their behaviour was positive at school and who felt interested and motivated to be at school. A high number felt they put in a good effort at school to complete their work in class and also felt their work was relevant to them. There was a number that felt that they were not victims of bullying at school. The majority of students felt that they have a positive relationship with their teachers and their learning environment is positive.

At Stroud Public School teachers have a high perception of the school facilities, resources and grounds. The teachers have taught across all grades from kindergarten to year 6. There is a range of full time staff, temporary and casual staff with all teachers obtaining their accreditation. Staff morale is very high and they are very supportive and helpful towards each other. Professional learning happens across teaching and learning domains and School Administrative and Support Staff are also encouraged to undertake training to build their knowledge in their area of expertise. Students with disabilities are very supported at Stroud Road Public School, all staff are eager and ready to support all learning styles and conditions. Teachers are confident in their capacity to teach and meet the needs of all Aboriginal Students in the areas of cultures and histories. All staff feel that Stroud Public School is a welcoming, safe and supportive place for children to come and learn.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.