

Stanwell Park Public School

Annual Report



2017



3103

Introduction

The Annual Report for 2017 is provided to the community of Stanwell Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Melanie Paterson

Principal

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Message from the Principal

At Stanwell Park Public School, we provide quality education with meaningful, engaging and individualised learning experiences to inspire our students to achieve their goals. Our experienced staff are committed to delivering student-centred learning that promotes outcome improvement for all students. We work together as a whole school community to develop confident, resilient students with positive self-esteem who challenge themselves to take risks in their learning.

I acknowledge our parents who work with the school to ensure a culture focused on student learning outcomes exists. The Stanwell Park Public School Parents and Citizens' Association is committed to supporting student learning through resource acquisition and the organisation of events that engage the community with the school. Thank you to all our parent and community members for your ongoing support.

Message from the students

This year's highlights at school and learning goals

Our favourite parts of this year were going on camp, excursions and PSSA. We also enjoyed STEM (Science Technology Engineering and Maths) activities. STEM was fun when we got to make Ferris wheels and communities. It was especially exciting making communities because we got to design them on Minecraft before we built it out of different materials that we brought from home. We also learnt to give feedback to our peers after we wrote stories and persuasive texts using rubrics. The class set individual learning goals to achieve throughout the year. We were engaged in learning games that helped us with maths and writing to achieve success criteria.

By Owen and Tyson.

School background

School vision statement

Our vision is that children leave school with:

A set of moral values – honesty, integrity and good judgement.

A complement of basic skills – linguistic, mathematical, scientific, artistic, physical, social and technological.

An enquiring and discriminating mind, pride in their school and a lifelong love of learning

Strong self-esteem, high personal expectations and belief in their abilities as contributing members of our community.

Tolerance and respect for others.

We value the partnership that exists between school, parents and community and the part it plays in realising this vision.

School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern suburbs of the Illawarra Region. In 2017 there are 154 students enrolled, 5% coming from a language background other than English.

Our parent body mostly consists of professional people with a high socio-economic background. The Stanwell Park Public School Parents and Citizens' Association is an active, vocal and vital group that supports school programs and student learning through resource acquisition and the organisation of events that engage the community with the school.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the Learning domain we have achieved a shift in two of the five aspects from Delivering to Sustaining and Growing. We still feel however, there is growth to be made in the areas of Wellbeing, Assessment and Reporting and Student Performance measures in order for us to be Sustaining and Growing in all aspects.

Overall, we are operating in the Delivering phase of the Teaching domain. We are proud of our great gains in the area of Learning and Development for which we are now Sustaining and Growing.

In the Leading domain, we have made measurable progress in all aspects. We are most proud of our Management Practices and Processes, which we evaluated as Excelling.

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/sef-evidence-guide>

Strategic Direction 1

Curriculum

Purpose

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

Improvement of student learning outcomes in literacy and numeracy through the development of consistent high quality teaching practice.

Delivery of new curriculum as dictated by BOSTES and Community of Schools timetable – Maths, Science 2015, History, Geography 2016.

Overall summary of progress

All teachers K–6 continue to track student growth using Programming Literacy and Numeracy (PLAN) digital continuums in both literacy and numeracy. This process has been enhanced by the moderating sessions which have supported consistent teacher based judgement and more accurate assessment scores.

Teachers participated in Targeted Early Numeracy professional development opportunities in order to build their capacity to differentiate the learning for every student based on their needs. The outcome of this training is that students K–2 now engage in hands on lessons that focus on early arithmetical strategies resulting in measurable growth for all students.

Parent discussion forums took place that focused on assessment and reporting resulting in a greater community understanding and awareness of student achievement and measures of school success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% of students achieving above expected stage level in literacy and numeracy in school based assessments. 80% of students achieving greater than or equal to expected growth in year 5 NAPLAN in literacy and numeracy. Teaching and learning programs and associated scope and sequence plans incorporate current syllabi & technology.	\$12,000	Teachers engaged in moderating sessions in both semesters to make consistent judgements about student performance across the school. Evidence shows that at present 42% of students are achieving beyond their developmental stage in Literacy and 40% of students are achieving beyond their developmental stage in Numeracy. In 2017, 67% of our Year 5 students achieved greater than or equal to expected growth in their NAPLAN Reading and 61% achieved greater than or equal to the expected growth in their NAPLAN Numeracy results. In attempting to meet the Premier's priorities we were able to do this in Year 3 with 81% of students in the top two bands in Reading.

Next Steps

At the completion of the self-assessment it became evident that we require greater consistency across the school to progress in this domain. Our next steps will be:

- To place priority and focus on Wellbeing, Assessment and Reporting and Student Performance Measures in our School Plan for 2018.
- To ensure all lessons are differentiated with students at all levels of learning receiving individualised enrichment or support.
- To focus on gaining high quality feedback from students, staff and parents on the effectiveness of our teaching and learning programs.

Strategic Direction 2

Future

Purpose

Embedding and implementing explicit, targeted, engaging and effective professional learning practices resulting in improved student learning outcomes.

Ensure delivery of high quality teaching practice personalised to our students and school setting by new staff.

Ensure we cater for the learning needs and wellbeing of all students.

Overall summary of progress

The leadership team worked collaboratively with staff to implement explicit and targeted professional learning practices. The impact of this learning was inconsistent overall in terms of improved student learning outcomes. We aim to incorporate more evaluative processes in our learning in 2018 to improve in this area.

Classroom observations and an increase in collaboration time resulted in greater expertise sharing and an overall improvement in the capacity of staff.

Student success and personal achievements were well recognised throughout the year. Feedback from the community indicates that a review of our welfare policy will assist the recognition and discipline processes of the school in addressing the needs of every student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers track and record student achievements on Sentral. The school consistently acknowledges students at weekly assemblies, in the newsletter as well as on frequently visited platforms such as the website and Skoolbag App. All Staff, prepare and implement Professional Development Plans and undertake annual review processes with the support of a supervisor to direct future learning.	\$5,600	All teachers successfully recorded student achievement and created academic reports for both semesters using Sentral. This tool ensured the language used by teachers was closely linked to syllabus and continuum expectations. Professional Development Plans of all staff, teaching and non-teaching were implemented and reviewed with future direction and reflective goal setting in mind.

Next Steps

Our next steps in 2018 will be:

- To consistently utilise evidence-based teaching methods to ensure learning progress is optimal for all students.
- To ensure the contemporary content knowledge of all staff is built and embedded within explicit school systems.
- To facilitate professional dialogue, collaboration, classroom observation with the provision of effective and timely feedback.

Strategic Direction 3

Communication

Purpose

Implementation of effective communication frameworks for students, parents and community utilising a variety of media.

Further develop community input into school planning and policy development to forge a closer partnership with an informed school community.

Embed technology relevant to the students, teachers and community in all aspects of learning.

Overall summary of progress

This year we successfully implemented a number of effective communication frameworks with a pleasing increase in participants across all platforms.

Parent forum meetings were introduced and held each term with high numbers in attendance. Feedback from the community indicates that this avenue for authentic consultation was beneficial to parents and students.

Survey data shows that there has been a significant increase in the number of community members who contributed ideas and reflections on the teaching, learning and functioning of the school.

Embedded technology such as Seesaw was introduced to strengthen the communication between home and school with enormous success. Our expectation is that this tool will be implemented in all classrooms in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent and community usage of school communication structures (website, school apps) increases from current <20% to over 50%. Parent representation at school events and at discussion forums increases as a result of improved communication strategies. School technology plan aligns with P&C fundraising targets to obtain 8 new devices per class K–6.	\$34,750 (\$28,000 received from P&C)	Parent representation at school events remained strong with a significant increase in community forum participants. With a highly successful fundraising year supported by the P&C, we achieved our goal of significantly increasing the access students have to iPad and laptop technologies. Our centenary year included a number of community events which were all strongly attended by members of the past and present community. This had a profound impact on the students and reinforced the school's strong sense of belonging.

Next Steps

In order to strengthen and build on our existing community partnerships our next steps will be:

- To continue to facilitate parent and student forums where decision making ensures processes and systems are student centred.
- To develop and consistently implement school policies such as Welfare and Antibullying to support all students.
- To promote and strengthen student leadership by enhancing programs such as Peer support and SRC.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$2,610	As a result of efficient learning and support processes, all students identified with additional language dialects had their progress regularly reviewed. Data indicates all of our identified students are working proficiently.
Low level adjustment for disability	\$18,809	All students requiring adjustment and learning support who do not receive targeted funding, were identified through the Learning Support Team processes. Students were supported in the classroom and/or playground by our School Learning and Support Officer.
Quality Teaching, Successful Students (QTSS)	\$11,783	These funds were used to provide additional collaboration and peer observation time for staff. Team planning and moderating days supported the consistent teaching and learning programs of students K–6. By engaging in these reflective practices all staff critically evaluated their impact on students and devised strategies to best meet their diverse learning needs.
Socio–economic background	\$2,417	The funds allocated to support students from low socio–economic backgrounds continued to provide additional support for identified students. The class teacher and Learning Support Team analysed data to ensure the learning progress of all students was tracked and support received where necessary.
Support for beginning teachers	\$4,063	The newly appointed member of staff in their second year, received additional time and funding to work closely with their mentor. This resulted in personal reflection and evaluation that built capacity and transferred into professional knowledge and skill growth.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	86	87	79	76
Girls	72	71	70	78

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.4	95.5	96.2	95.7
1	97.4	93.7	95.6	95.6
2	96.7	94.1	91.4	95.3
3	97.3	96.6	96.1	95.8
4	96.7	96.6	96	94.9
5	95.2	95.9	97	92.9
6	96.4	92.9	96	92.7
All Years	96.2	95	95.6	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

We are proud of our high attendance data and attribute this to the thorough and carefully monitored attendance procedures. Data indicates that the programs offered and the high level sense of belonging experienced by students contributes to regular attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.67
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.91
Other Positions	0

*Full Time Equivalent

We do not currently have any workforce members who identify as having an Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	63

Professional learning and teacher accreditation

The implementation of the Performance and Development Framework continued which focuses on creating a culture of teacher quality, feedback and growth for all teachers within all schools. In response, all staff engaged in rigorous and meaningful professional learning aimed at driving successful teaching and learning practice in every classroom. Staff Development Days, professional learning meetings and stage meetings focused on staff setting learning goals for their professional development that aligned with the Australian Professional Teaching Standards and the whole school vision. Mandatory training was a focus, to ensure student welfare, and CPR, Emergency Care as well as anaphylaxis training took place. We did not have any of our staff complete their accreditation through the NSW Education Standards Authority.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	57,252
Revenue	1,356,831
Appropriation	1,259,262
Sale of Goods and Services	4,316
Grants and Contributions	92,174
Gain and Loss	0
Other Revenue	0
Investment Income	1,079
Expenses	-1,276,060
Recurrent Expenses	-1,276,060
Employee Related	-1,090,226
Operating Expenses	-185,834
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	80,771
Balance Carried Forward	138,023

Our school's financial management processes and governance structures adhere to the financial policy requirements of the Department. In 2017, there were no unusual spending patterns to report. We successfully replaced three interactive whiteboards as intended and purchased 24 iPads and 20 laptops in line with the 5 year ICT plan. It is expected that funds rolled over into 2018 will be used to replace our four oldest interactive whiteboards with a CommBox \$20,000 and begin a long term Hall fund.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,176,891
Base Per Capita	22,771
Base Location	0
Other Base	1,154,120
Equity Total	23,836
Equity Aboriginal	0
Equity Socio economic	2,417
Equity Language	2,610
Equity Disability	18,809
Targeted Total	33,360
Other Total	14,181
Grand Total	1,248,268

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

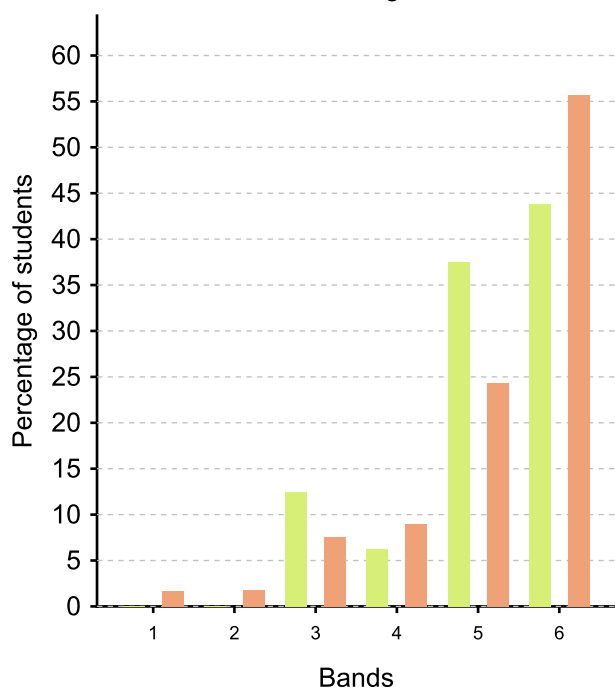
School performance

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.

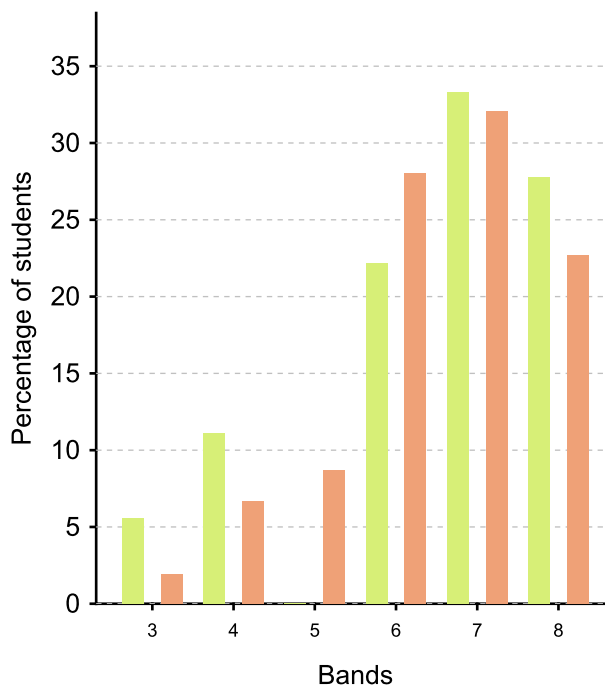
Our 2017 NAPLAN data shows proficiency results well above state average in all Literacy aspects for the Year 3 cohort. We are proud of our results in Reading, with the Premier's priority of 80% or more in the top two bands being met. Our Year 5 results are above state average for most aspects but require analysis in the areas of Writing and Grammar and Punctuation for which we were below. These areas will be a focus in our 2018 plan.

Percentage in bands:
Year 3 Reading



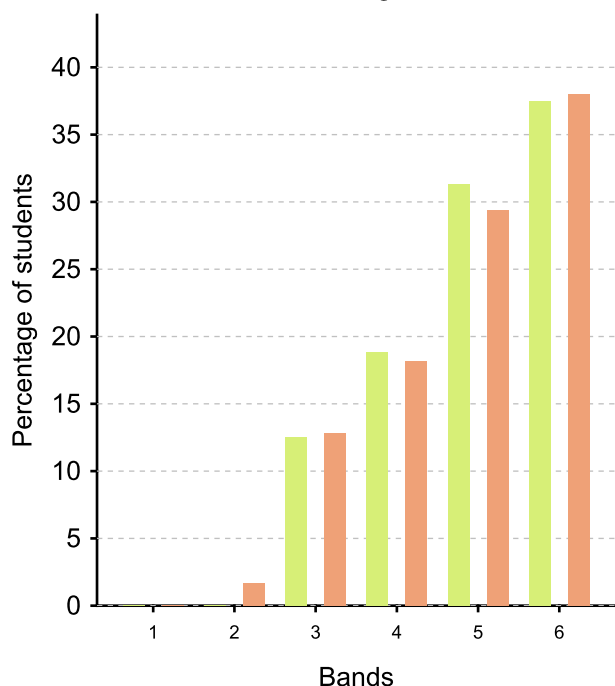
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



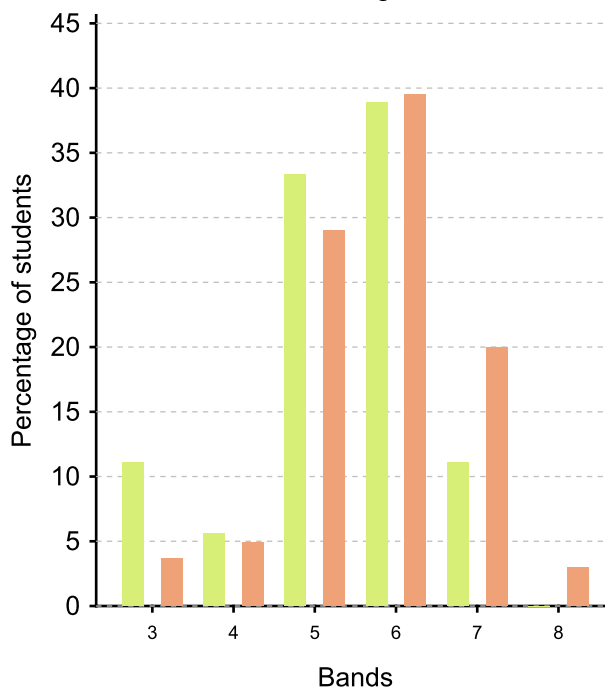
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

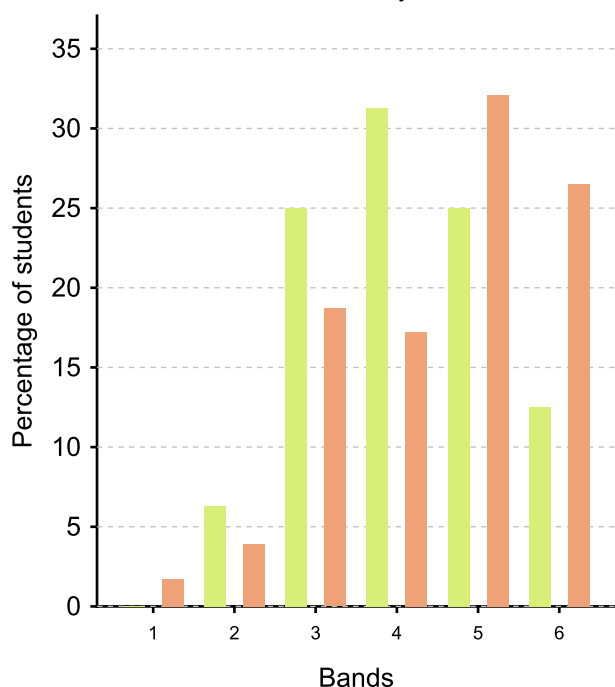
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

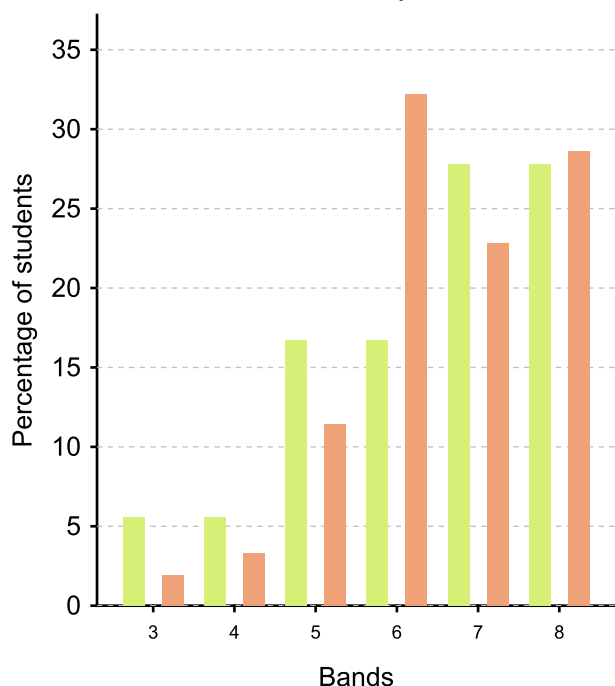
Our 2017 NAPLAN data shows proficiency results below state average in Numeracy for the Year 3 cohort. Our Year 5 results are above state average but as a school we still require significant improvement in this area to reach the Premier's targets. This area will be a major focus in our 2018 plan.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In relation to the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

Improving Aboriginal education outcomes for students in the top two NAPLAN bands, our school requires significant improvement. Whilst we are pleased with our Year 3 Reading results we will continue to focus on data driven student-centred learning practices to make the gains we are aiming for.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

A summary of their responses are presented below.

- The majority of parents meet in person with their child's teacher less frequently than every few months
- The school facilitates home-school communication quite well
- The school's overall approach to discipline works fairly well for the students
- The overall approach to positive recognition and acknowledgment works fairly well for the students
- Our students feel a tremendous sense of belonging at school

Thank you to the members of our community who provided this important feedback via an online survey.



Policy requirements

Aboriginal education

Our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. By developing Personalised Learning Pathways for all our students we ensure that equitable,

culturally inclusive and significant educational opportunities are offered to help them achieve their full potential. Knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia is increased through the integration of Aboriginal perspectives in our teaching and learning programs.



Multicultural and anti-racism education

In line with the School Plan and the Multicultural Education Policy, our school regularly reviewed teaching and learning programs to ensure inclusive teaching practices were in place for all students. Further to this our school celebrates cultural diversity and recognises and values the backgrounds of all students. We promote an open and tolerant attitude towards different cultures, languages, religions and world views and student voice is a priority. Teachers participated in professional learning and collaboratively planned strategies that embed multicultural and anti-racism education in their daily practice.