

# Stockton Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Stockton 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.

Tracey Frazer

Principal

### School contact details

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## Message from the Principal

Stockton Public School has continued to provide a range of educational programs to support the academic and social development of all students during 2016. We encourage all children to reach their full potential by providing a range of quality educational programs.

Our Preschool offers children a child - centred, play based program built on the Early Years Learning Framework.

Throughout the year we held special events such as the Welcome Breakfast, Easter Hat Parade, Harmony Day, and Education Week, Literacy and Numeracy Week Open Day and Book Week events. This year saw the continuation of a weekly Cultural Group for our Aboriginal students and every student Kindergarten to Year 6 enjoyed a 5 week Aboriginal dance program.

Many students represented the school at Zone sporting events, PSSA knockout competitions and participated in various academic competitions run by the University of NSW. We also had students represent the school at the Zone Spelling Bee Finals and in the Hunter Inter-School Public Speaking Competition.

During Term One, parent information sessions, parent interviews and PLP meetings were held. Children in Years Two to Six participated in the school swimming and cross country carnivals. The Captains and Prefects attended a Young Leaders Day in Sydney.

Term Two saw students in Years Three and Five participate in NAPLAN testing. NAIDOC Week activities were held, the school held its annual Athletics Carnival and Stage 3 students enjoyed an excursion to Canberra which included a day at the snow.

During Term Three our Kindergarten Transition program commenced with a Parent Information session, Sports morning and a classroom visit.

A busy Term Four offered the Intensive Swimming Scheme and our biennial Spring Fair, which was a very successful fundraiser for the school.

My thanks goes to the P & C, led by President Michelle France, and the canteen volunteers and Canteen Supervisor, Leonie Hunt, for the ongoing, invaluable help and support of all our school programs and events throughout the year.

Finally, my heartfelt thanks goes to the dedicated staff and wonderful students who make Stockton Public School the successful school it is.

Everyone should be proud of the achievements of the students and school during 2016.

Tracey Frazer

## School background

### School vision statement

At Stockton Public School, we believe in providing quality educational programs in an inclusive learning environment to develop each child to their full potential while preparing them to succeed in the 21st Century.

### School context

Stockton Public School established in 1861 serves a small diverse community of wide ranging socio-economic circumstances.

We have a current enrolment of 287 students Preschool to Year 6.

There is a dedicated staff providing Quality Teaching and Learning programs for all students from Preschool to Year 6.

Staff include: the Principal, 3 Assistant Principals, 8 class teachers, 1 Preschool Teacher, Librarian (3 days per week), Learning and Support Teacher (3 ½ days per week) and School Counsellor.

There is a strong focus on developing the whole child academically, socially and emotionally and the school actively encourages students to reach their full potential through a co-operative, caring learning environment.

There is a strong technology focus to enhance the learning opportunities for all students.

Positive Behaviour for Learning (PBL) is an evidence based whole school process to improve learning outcomes for all students.

Programs across Kinder to Year 6 include: Best Start, whole school Mathematics program, Home Reading, L3 program, Jolly Phonics, Guided Literacy, P.E., sport, Public Speaking, and Crunch and Sip program.

A strong, active P & C supports the school in achieving its goals through an open and consultative partnership.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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. The self assessment was completed during staff meetings, where the school plan was examined to determine the elements of the School Excellence Framework that were most strongly addressed by our plan. Staff reflected on which elements of the Framework were addressed by each Strategic Direction and the progress being made across the school in relation to the Framework. Through the self-assessment process we were able to ensure that our improvement efforts align with the expectations reflected in the School Excellence Framework, as well as to further refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

In the domain of Learning, our efforts have primarily focused on curriculum and learning and learning culture. We have worked towards creating a positive and productive learning culture amongst both staff and students by focussing on improving the processes and practices across the school to monitor student learning needs whilst also focusing on developing positive relationships between staff and students. There has also been a strong focus on improving the learning opportunities available to students while ensuring that the learning needs of all students are addressed. The results have been evident in the positive way that students are relating to each other and the increased level of engagement of students in learning activities. Students requiring additional support are being identified earlier and the monitoring and planning of their learning is an ongoing part of classroom planning and assessment.

Our major focus in the domain of Teaching has been data skills and use and learning and development. Teachers have

been able to work collaboratively on a stage basis to plan teaching and learning activities and develop a greater understanding of consistent teacher judgement when recording and reporting student achievement. Staff have participated in professional learning to enable them to better meet the learning needs of all students and whole school practices for tracking of student achievement using the Literacy and Mathematics Continuums.

In the domain of Leading, our major focus has been on school resources. We have worked as a team to ensure that the necessary resources have been available to support teachers in meeting the learning needs of all students. There has been effective planning and use of support staff to provide targeted support for students identified as having additional learning needs. Resources have also been purchased to ensure the successful implementation of initiatives identified in the school plan. This has ensured that staff have the necessary resources to enable students to achieve learning outcomes set for them.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Successful learners in Literacy and Numeracy.

### Purpose

To increase student achievement through the delivery of quality teaching and learning programs that explicitly teach students to be literate and numerate and who are motivated to reach their full potential.

### Overall summary of progress

During 2016 semester stage assessments were developed and staff were released in stages to work collaboratively for consistent teacher judgement. This allowed more consistency of programming and assessment across each stage and enabled staff to collaborate to develop assessment schedules and program checklists.

Teacher professional learning was provided on the use of the continuum tracker in Sentral which developed greater staff understanding and saw teachers using the continuums in Sentral to plot students in some of the aspects of Literacy and Numeracy, however, consistent tracking of students in Literacy and Numeracy was only achieved by some staff.

NAPLAN data was analysed and presented to staff, identifying areas of strength, weakness and growth from Years 3 to 5 and Years 5 to 7.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 10% increase in the number of students meeting mean expected growth 3-5 and 5-7 NAPLAN Reading and Numeracy (Currently 68% 3-5, 52% 5-7)</li><li>• 80% of students achieving in the expected cluster by the end of the year on Literacy &amp; Numeracy continuums.</li></ul>	<ul style="list-style-type: none"><li>• Staff have participated in Professional learning on the use of the Literacy and Mathematics continuums to plot and track students progress. This progress has been regularly monitored to ensure learning needs are being met. They have also participated in professional learning around consistent teacher judgement when assessing student's achievement in English and Mathematics.</li><li>• Growth on continuums evident. 79% of students K - 6 are achieving at the expected level in all areas of English and 77% of students K-6 are achieving at the expected level in all areas of Mathematics.</li><li>• 45.5% of students equal or greater than expected growth 3-5 in both NAPLAN reading and numeracy</li><li>• 36% of students equal or greater than expected growth 5-7 in NAPLAN reading.</li><li>• 43% of students equal to or greater than expected growth 5-7 in NAPLAN numeracy</li></ul>	<p>\$7 200 (socio economic RAM)</p> <p>\$400 ( English language proficiency funding)</p>

### Next Steps

- Staff TPL needs to be provided to ensure all staff are familiar with Sentral and using the continuum trackers.
- Continuum tracking needs to be checked on a more regular basis - possibly twice per term
- NAPLAN analysis and the use of SMART to identify areas for improvement is needed throughout 2017 to ensure staff have the knowledge and ability to access teaching strategies to improve students' capacity to be both literate and numerate.

## Strategic Direction 2

Teacher capacity to provide curriculum that caters for the individual learning needs of students.

### Purpose

Develop staff capacity to understand current DEC reforms to provide teaching and learning programs that meet the diverse learning needs of all students.

### Overall summary of progress

During 2016, teacher professional learning around new curriculum and professional development framework process was a focus again. Staff continue to strengthen their understanding of the new syllabus documents and increased staff understanding of and confidence in implementing new curricula enabled the planning of appropriate teaching and learning programs across the school. Teacher Professional learning was also linked to the school curriculum priorities

Stage teams collaboratively programmed in Key Learning Areas, resulting in curriculum changes driving the planning of teaching and learning programs. Professional development was provided in integrating technology into classroom practice as well as an introduction to Google Docs and the Daily 5 program.

There was a continued focus on developing programs to meet the learning needs of students, part of this process was the writing of IEPs or adjustments for identified students with parent agreement and input.

All staff developed a professional learning plan, where they set goals to develop their knowledge and understanding to enable them to improve student outcomes. They all participated in professional learning needed to achieve goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 85% of students report through end of year surveys that they enjoy class activities.</li><li>• Staff report 85% of students have increased level of engagement throughout the year (Term 1 – Term 4).</li><li>• 80% of teachers report achievement of all learning goals associated with quality teaching and curriculum implementation.</li></ul>	<ul style="list-style-type: none"><li>• 70% of students reported that they were interested and motivated in their learning (in Tell Them from Me survey).</li><li>• Teachers report that 81% of students are fully engaged in class lessons and find class lessons relevant to their experiences (in Tell Them From Me Survey)</li><li>• all staff indicated achievement of at least one goal, while 50% indicated achievement of all goals set.</li></ul>	<p>\$19 159 (Learning and support- flexible funding)</p> <p>\$66 789 (Integration Funding)</p> <p>\$2 400 (Professional Learning)</p> <p>\$3 000 (Socio Economic Background funds)</p>

### Next Steps

- Link professional learning to better meet personal goals
- Look at including activities more explicitly in teaching and learning programs to develop 21st Century skill.
- Further professional learning around the Daily 5 literacy program.
- Engage staff in differentiating assessment tasks to best meet the individual needs of students.

## Strategic Direction 3

Positive and productive partnerships between the school and community.

### Purpose

Increase community support of students through a school wide focus on programs that will enable students to be highly engaged in schooling and successful learners prepared for the 21st Century.

### Overall summary of progress

Students, carers and staff were all involved in the PLP process, together goals were set based on students' needs. Review meetings were held and students were able to reflect on goals set and how well they were achieved.

Aboriginal students from K-6 attended Cultural awareness classes each week with tutors from Murrook Cultural Centre. The class was offered to all Aboriginal students, 2 chose not to attend although 1 decided to join the group in Term 4.

All students from K-6 participated in a 5 week Aboriginal dance program and at the end of the program each class performed their dances wearing costumes; parents were able to attend.

An Aboriginal tutor was employed to work with identified Year 6 students on programs designed to improve English and Mathematics achievement.

Two Executive staff members attended PBL Tier 1 training. PBL team was established and included teachers, SASS staff and parents. Whole school and a community survey were used to choose mascot and set expectations. Signage was designed and installed for PBL launch at the school's Spring fair. Senior students designed PBL powerpoint covering the 3 whole school expectations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 75% of parents report through end of year surveys that they have an understanding of recent curriculum changes.</li><li>• 20% increase in number of parents attending parent teacher interviews from year to year.</li></ul>	<ul style="list-style-type: none"><li>• Parents indicated some understanding of curriculum changes but there is still a need for more. Information was delivered through school newsletters during 2016.</li><li>• All school events during 2016 were well attended by parents.</li><li>• 91% of parents participated in PLP review meetings.</li></ul>	<p>\$17 100(Aboriginal Background Funding)</p> <p>\$7 170 (Personalised Learning &amp; Support for Aboriginal Students in Years 4,6,8 and 10 funds)</p>

### Next Steps

- Continue to build relationships with our families and community, build their trust and respect of us and what we are trying to achieve with their children.
- Educate the whole school on the bush tucker garden - what it means, the types of plants, etc.
- Provide parent workshops to upskill knowledge of curriculum.
- Use data from Tell them from Me surveys to gauge success of strategic direction.
- Create PBL lessons and begin implementation.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>See also Strategic Directions 1 and 3</p> <p>All students have a personalised learning plan, written with input from student, parent and teacher. These have allowed teachers to meet the individual needs of students and engage with parents in their child's learning. These plans were reviewed in Term 4 of 2016, allowing students to reflect on the achievement of or progress towards the goals they had set.</p> <p>In 2016 an Aboriginal community member was again employed to run a cultural awareness class for Aboriginal students Kinder to Year 6. This has resulted in greater understanding and acceptance in the school community. All students from Kinder to Year 6 participated in a 5 week dance program. At the end of the program each class performed their dances wearing costumes and parents had the opportunity to attend.</p> <p>NAIDOC Week was acknowledge during a whole school assembly and a variety of whole school events.</p> <p>Two teachers attended the Connecting to Country course to develop their cultural awareness and understanding.</p> <p>School Learning Support Officer employed to provide in class support for Indigenous students on programs developed to improve learning outcomes.</p>	<ul style="list-style-type: none"> <li>• \$2 400 (Teacher Release - Equity Funds)</li> <li>• \$10 302 (Cultural Group &amp; Dance - Equity +School Funds)</li> <li>• \$15 171 (SLSO Wage - Equity Funds + Nortorta NAPLAN)</li> <li>• \$1 900 (Teacher Professional Learning - Equity + School Funds)</li> <li>• Aboriginal background loading (\$21 035.00)</li> </ul>
<p><b>English language proficiency</b></p>	<p>Employment of a School Learning Support Officer to work with identified students on a language program developed by the classroom teacher which saw an improvement in their English proficiency and ability to fully engage in class activities.</p>	<p>\$400 (Equity Funds) -SLSO wages</p>
<p><b>Low level adjustment for disability</b></p>	<p>See also Strategic Direction 1</p> <p>Employment of School Learning Support Officers to successfully engage in the full range of class and school activities.</p>	<p>Allocation 2016: \$19 159</p> <p>\$19 159 (Equity Funds) - SLSO wages</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Through the use of this funding we have been able to establish collaborative practices allowing teachers to jointly plan and observe each other's lessons. Stage units of work have been written and executive staff have been provided with release to mentor teachers on their stage, either through team or parallel teaching, observation and feedback or through professional discussions around areas identified by the teachers.</p>	<p>Allocation 2016: 0.217 staffing allocation</p>
<p><b>Socio-economic background</b></p>	<p>See also Strategic Direction 1</p> <p>Funding received in this area was used in a variety of ways to support the academic outcomes of students.</p>	<ul style="list-style-type: none"> <li>• \$10 000 (Teacher professional learning - Equity Funds)</li> <li>• \$8 000 (Salaries - Equity Funds)</li> </ul>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Teacher Professional Learning</li> <li>• Family Assistance</li> <li>• Purchase of resources to support teaching and learning programs</li> </ul> <p>Staff have further developed their understanding of consistent teacher judgement when both reporting to parents and while placing students on Literacy continuum.</p>	<ul style="list-style-type: none"> <li>• \$5 000 (Resources-Equity Funds)</li> <li>• \$500 (Family Assistance - Equity + School Funds)</li> <li>• Socio-economic background (\$23 266.00)</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>Funds were used to provide additional release time for teacher and mentor. This has allowed the teacher to complete online professional learning including classroom teacher program with support from the mentor allowing for development of classroom practice. Resources were also purchased to support teaching and learning program.</p>	<p>Allocation 2016: \$13 378</p> <p>Teacher Release: \$11, 500</p> <p>Resources: \$1878</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>A teacher was employed for 1/2 a day a week to work on a program specifically designed to improve language skills. As a result, end of year assessment using ESL scales, showed progress across all areas.</p>	<p>0.2 staffing allocation</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	131	123	134	138
Girls	128	139	135	134

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.7	95.6	93.8
1	95.2	95.1	94.1	93.4
2	94.9	95.6	94.2	94.2
3	95.5	94.8	93.6	93.5
4	93.6	95	93.4	95.2
5	97	93.9	93.2	94.8
6	94.5	95.6	92.6	91.1
All Years	95.4	95.2	93.8	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.05
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	3.72
Other Positions	0.1

There is currently 1 member of staff who identifies as Aboriginal.

### Professional learning and teacher accreditation

There are currently seven New Scheme Teachers completing various accreditations.

Each year the school is allocated funding to provide opportunities for professional development of staff. The professional development undertaken focuses on our school plan and implementation of school targets. Teachers have the opportunity to participate in a variety of organized activities, which may include visiting other schools to observe special programs, as well as attending training and development courses both inside and outside of school hours.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	592 374
(2a) Appropriation	495 552
(2b) Sale of Goods and Services	19 354
(2c) Grants and Contributions	75 869
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 597
<b>Expenses</b>	-389 533
Recurrent Expenses	-389 533
(3a) Employee Related	-170 928
(3b) Operating Expenses	-218 605
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	202 841
<b>Balance Carried Forward</b>	202 841

Approximately \$72 800 of the balance carried forward is held on behalf of others and is not for school use.

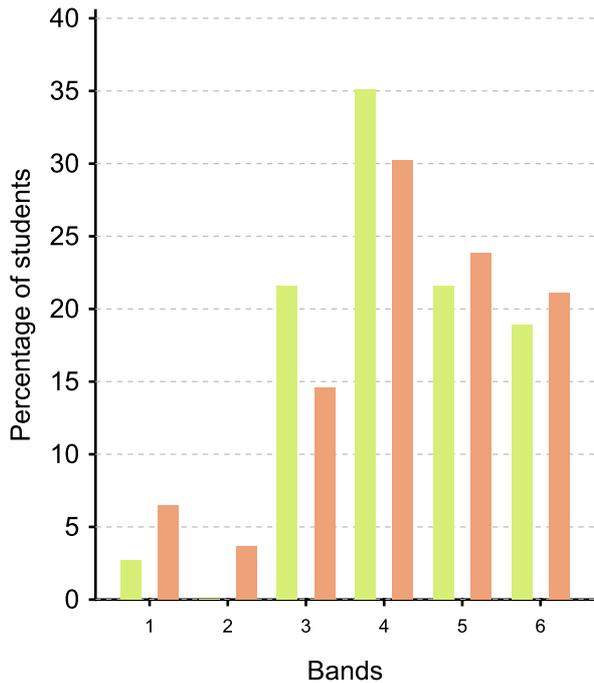
### Financial summary equity funding

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

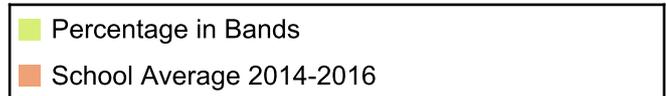
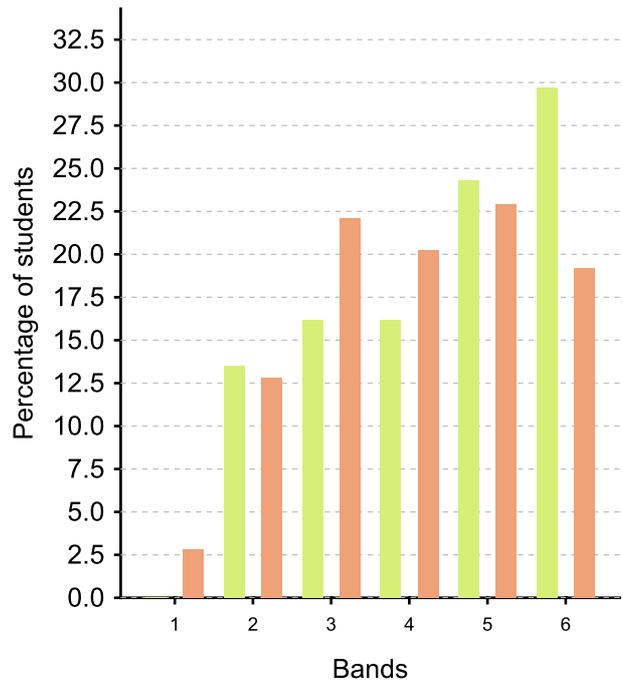
	2016 Actual (\$)
<b>Base Total</b>	1 883 492
Base Per Capita	15 100
Base Location	0
Other Base	1 868 392
<b>Equity Total</b>	142 445
Equity Aboriginal	28 205
Equity Socio economic	23 266
Equity Language	400
Equity Disability	90 573
<b>Targeted Total</b>	66 359
<b>Other Total</b>	193 538
<b>Grand Total</b>	2 285 836

# School performance

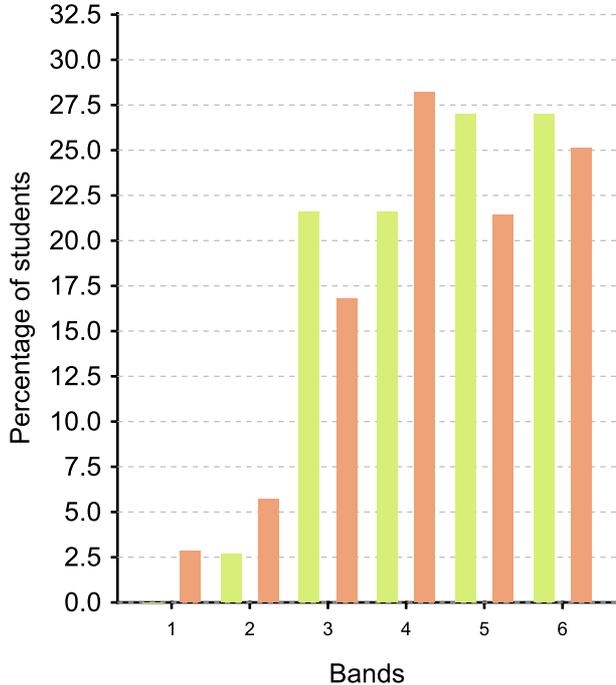
**Percentage in bands:**  
Year 3 Grammar & Punctuation



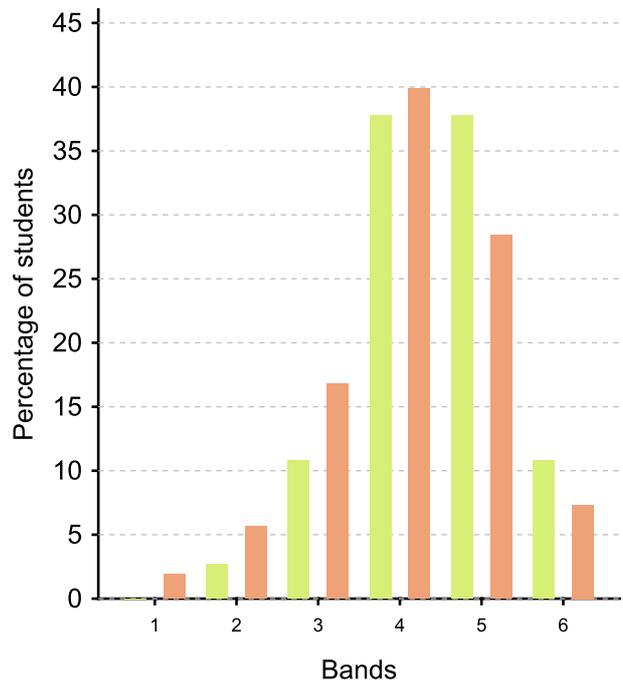
**Percentage in bands:**  
Year 3 Spelling



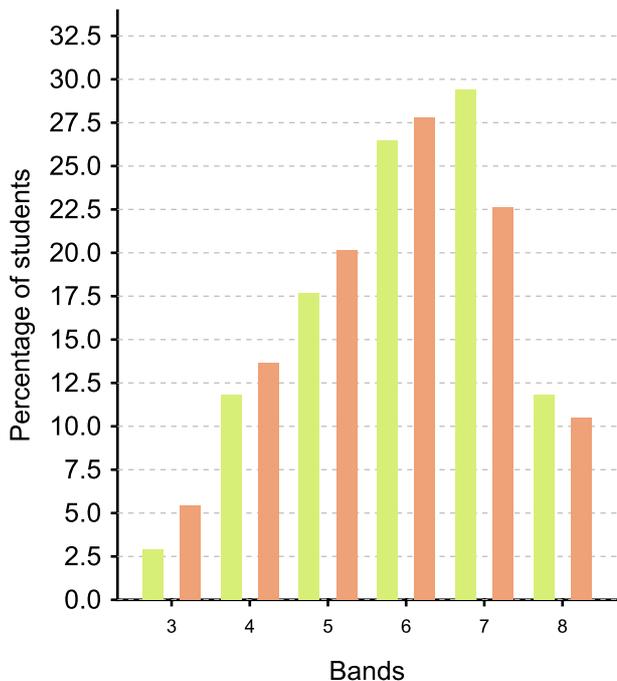
**Percentage in bands:**  
Year 3 Reading



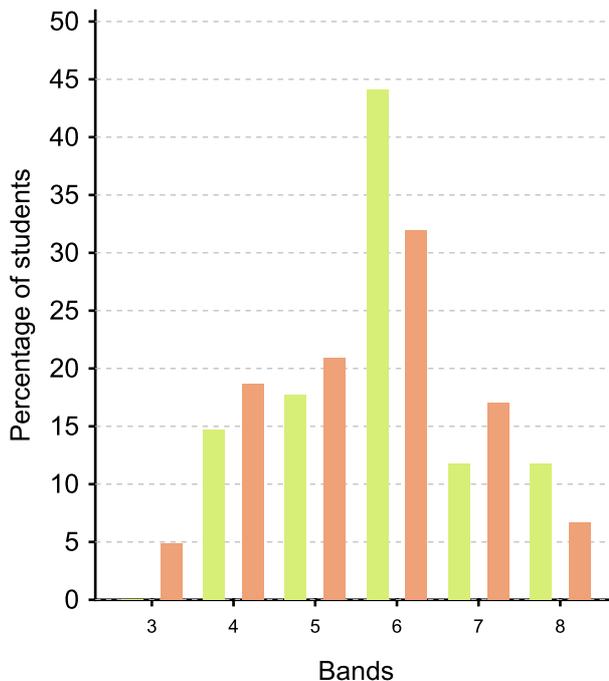
**Percentage in bands:**  
Year 3 Writing



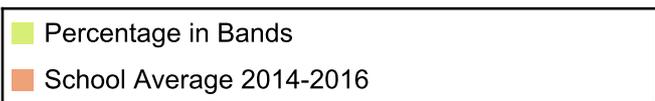
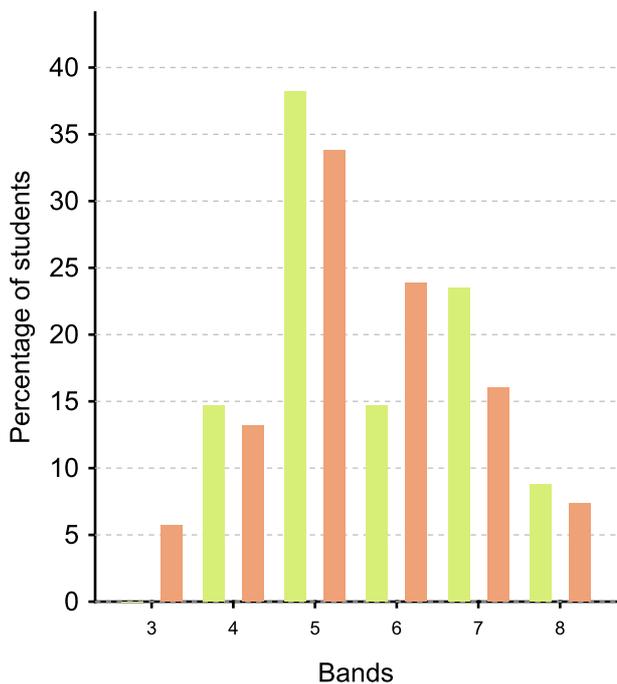
**Percentage in bands:**  
Year 5 Grammar & Punctuation



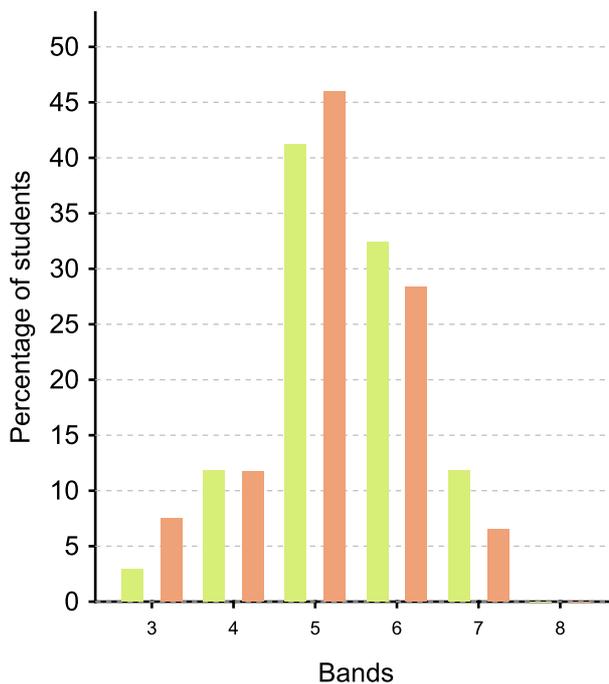
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## Parent/caregiver, student, teacher satisfaction

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

Parents indicated that:

- they feel welcome when they visit the school;
- they can easily speak with their child's teacher;
- the school administrative staff are helpful when they have a question or problem.

Students indicated that:

- teachers hold high expectations for all students to succeed and respond to their needs;
- They are accepted and valued by their peers and they have friends at school they can trust and who encourage them to make positive choices.

Teachers indicated that:

- they establish clear expectations for classroom behaviour;
- they feel they can discuss learning problems with other teachers;
- the staff work together to create a safe and orderly school environment.

## Policy requirements

### Aboriginal education

In 2016, Stockton Public School received Aboriginal background funding. Our school promotes Aboriginal Education through curriculum content as well as through targeted programs and initiatives.

In 2016 Aboriginal and Torres Strait Islander students Kinder to Year 6, had the opportunity to attend a Cultural Awareness group for an hour per week with an Aboriginal community member from the Murrook Cultural centre. Each class participated in a 5 week Aboriginal Dance program run by Aboriginal community members from the Murrook Cultural centre.

NAIDOC Week was acknowledged during a whole school assembly and through a variety of whole school events.

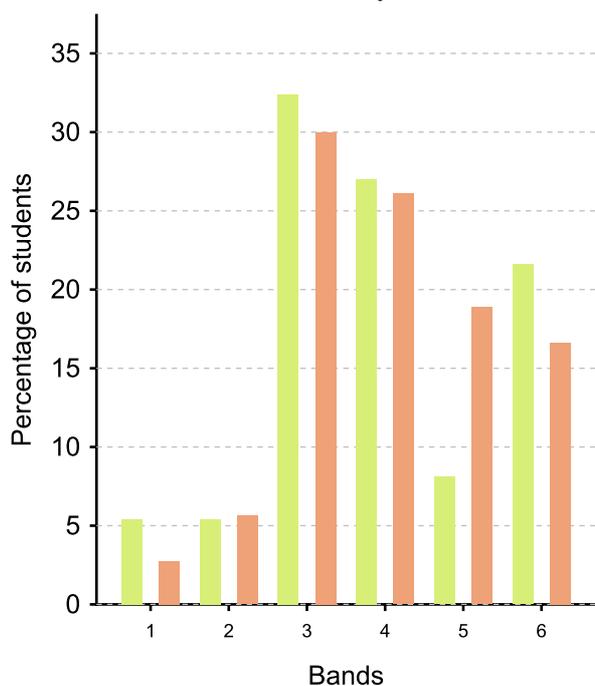
Two teachers attended the Connecting to Country course to develop their cultural awareness and understanding.

A School learning Support Officer was employed to provide in class support for Indigenous students on programs developed to improve learning outcomes.

At school assemblies and at significant school events, the traditional owners are acknowledged by Aboriginal students in both Gathang and English.

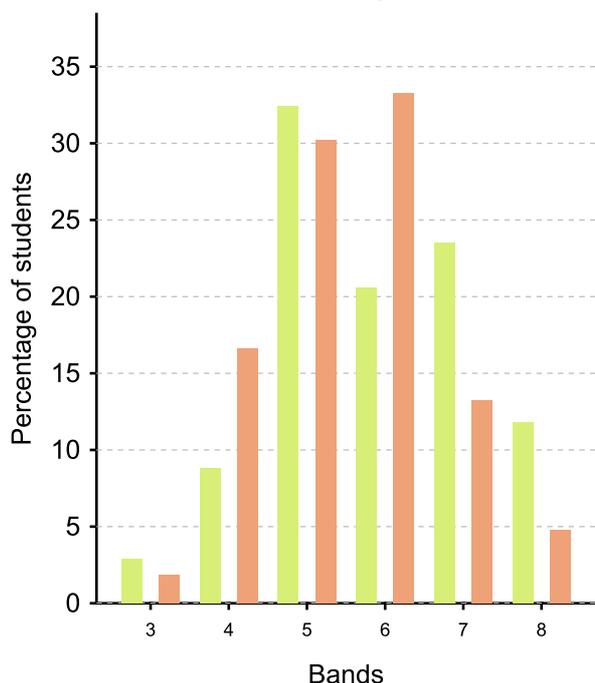
We again ensured Personalised Learning Plans were developed for all Aboriginal and Torres Strait Islander students to assist in maximising student learning.

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## **Multicultural and anti-racism education**

There is a focus on multicultural education in all areas of the curriculum, through the promotion of programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

The school places major significance on the delivery of programs which promote racial harmony and tolerance. Significant calendar dates, such as Harmony Day, were observed to increase student awareness.

There is a trained anti-racism contact officer both staff and students can contact for any issues. The school's anti-bullying plan was updated and included expectations and strategies for dealing with racism.