

2020 Annual Report

Stockton Public School



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Introduction

The Annual Report for 2020 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.

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School vision

Stockton Public School has high expectations to ensure every student and every teacher will be challenged to continue to learn and improve every year.

Explicit teaching strategies are key to strong foundations in literacy and numeracy. Through a varied and differentiated curriculum, student's individual potential will be nurtured with quality pedagogy in every classroom. We value and foster strong connections with our whole school community to build open and trusting partnerships focused on maximising opportunities and the wellbeing of every student.

School context

Stockton Public School, established in 1861, is located on the north side of Newcastle harbour. Enrolment in 2021 is 254 students from Kindergarten to Year 6, including 26 students with a language background other than English, one student receiving support from our EAL/D (English as an Additional Language or Dialect) teacher and 35 of our students identify as Aboriginal.

In addition, there are 28 students enrolled in our Department of Education Preschool. Our Preschool offers a five-day per fortnight program. The Early Years Framework guides the play-based program. The preschool provides an outstanding transition to school program. Our preschool is a part of our school community and joins in for whole school events.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance, STEM program, lunch time clubs such as bucket drumming and gardening.

The school works in close partnership with parents, local businesses and the wider community. Parents are engaged in their children's learning and actively participate in our range of school activities. The dedicated and energetic P&C support the school in achieving goals through an open and consultative relationship. Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and programs, initiatives and scholarships.

Reading and numeracy will be the key areas for improved student outcomes. Evidence-based practices focused on assessment, leading to curriculum differentiation and personalised learning, will support student growth and achievement. The NAPLAN gap analysis indicated the areas of focus for reading are viewing and comprehension strategies, and in numeracy are whole number, word problems and measurement.

Developing whole school processes for collecting and analysing student data to inform teaching and learning programs will contribute significantly to our success. The monitoring of student data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Building teacher capacity to embed high impact teaching strategies will ensure students achieve expected growth and attainment in their learning. High expectations and collaboration will strengthen pedagogy and practice across the school.

The wellbeing and engagement of our students will also be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions. Engagement with the Wellbeing Framework will provide clarity for developing whole-school processes to support every student being known, valued and cared for.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful Learners

Purpose

To provide a learning culture where students are independent successful learners achieving their full potential.

Improvement Measures

Increase % of students in top two NAPLAN bands in Year 3 and 5 for:

- numeracy from 31.2% (baseline 2017-2018) to 37.5% or above in 2022
- reading from 41.6% (baseline 2017-2018) to 47.8% or above in 2022

Increase % of students achieving expected growth Yr 3-5 for:

- numeracy from 50% (baseline 2016-2018) to 57.5% or above in 2022
- reading from 47% (baseline 2016-2018) to 56.6% or above in 2022

100% of teachers clearly understand and utilise assessments for learning, assessments as learning and assessment of learning in determining teaching directions and school performance levels.

Progress towards achieving improvement measures

Process 1: Data Analysis

- All teachers collect, analyse and interpret data to plan and differentiate for the learning needs of the students.
- Consistent Teacher Judgement is used to monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Collaborative student learning goals are informed by analysis of data.
- Systems for assessment and data collection are streamlined.
- All staff participate in cross stage/ department meetings to analyse, plan and assess student learning.

Evaluation	Funds Expended (Resources)
<p>Explicit lessons in comprehension have been developed Yr 1/2 (super 6 strategy) and Years 3/4/5/6 (12 strategies from Cars & Stars). Students in school assessment data analysis shows an improvement in comprehension.</p> <p>Collaborative student learning goals are informed by analysis of data.- All students K-6 have individual learning goals for reading, writing and mathematics. The students can speak to and about their own individual learning goals , as evidenced in student learning conferences with parents/carers and the class teacher. Learning goals are co-constructed, in collaboration with the classroom teacher, using formative assessment or work samples.</p> <p>All teachers collect, analyse and interpret data to plan and differentiate for the learning needs of the students - Formative assessment strategies have been a focus for teachers. We have trialled a number of different models. Formative assessment is strong in mathematics across the school with pre and post tests, directing the teaching and learning.</p> <p>All staff participate in cross stage/ department meetings to analyse, plan and assess student learning. Consistent Teacher Judgement is used to monitor student learning progress, and identify skill gaps for improvement and areas for extension. - stages groups participate in rigorous professional dialogue to analyse data, set assessment schedules and plan teaching and learning programs from formative assessment. Our suite of assessments has grown and been refined with CARS and STARS and PAT testing.</p>	<p>PAT testing</p> <p>Collaborative planning days</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Explicit Instruction

- Explicit delivery of lessons to improve student learning outcomes in reading and writing.
- Staff demonstrate thorough knowledge of progression of skills and lessons to cater for such.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Explicit delivery of lessons to improve student learning outcomes in reading and writing. The 7 steps of writing have been a focus of professional learning to develop teacher capacity in teaching writing to students. Explicit lessons in comprehension are being taught across the school during guided reading sessions. Stage 2 and 3 have noted a significant difference in teacher pedagogy and student achievement and engagement with guided reading lessons focused on comprehension strategies.</p> <p>Staff demonstrate thorough knowledge of progression of skills and lessons to cater for such - staff have continued to work on their understanding of PLAN2 assessment with a focus on small slices of data. Professional learning was conducted through CESE and staff spent time in stage groups looking closely at assessments and how to enter and use data.</p>	

Strategic Direction 2

Dynamic Teaching

Purpose

To promote innovation in delivering explicit and engaging lessons and opportunities to improve student outcomes.

Improvement Measures

Lesson walkthroughs demonstrate growth in staff curriculum knowledge and pedagogy.

Self analysis shows improvement in school growth against the SEF v2 in the domain of Teaching.

Student feedback and surveys indicate an increase in student engagement and challenge.

Progress towards achieving improvement measures

Process 1: *High quality Professional Learning*

- Teachers engage in professional learning to increase understanding of evidence based teaching strategies.
- All staff participate in professional learning to increase cultural competence.

Evaluation	Funds Expended (Resources)
<p>Teachers engage in professional learning to increase understanding of evidence based teaching strategies - Teachers have participated in a variety of explicit teaching professional learning. Lesson demonstrations in SMART spelling highlighted the explicit teaching of spelling, lessons prepared and delivered for the explicit teaching of comprehension and TEN training as a pedagogy for the explicit teaching and practice of whole numbers.</p> <p>All staff participate in professional learning to increase cultural competence - Professional learning from Reconciliation Australia was completed by some staff. Feedback was positive. Teacher capacity in cultural competence grew through the our Student Learning Support Officers working in all classrooms with all students with a focus on culture, heritage, dreaming, relationships and language.</p>	

Process 2: *Future Focused Pedagogy*

- Teachers engage in professional learning to support the implementation of future focused teaching and learning strategies to promote creativity, communication, collaboration, critical thinking and problem solving.

Evaluation	Funds Expended (Resources)
<p>Teachers engage in professional learning to support the implementation of future focused teaching and learning strategies to promote creativity, communication, collaboration, critical thinking and problem solving - Increased technology and robotics across the school. Staff professional learning in programming to use robotics and to code occurred. Feedback was positive as the staff felt supported and the training was practical. Further technology resources were purchased to support curriculum.</p>	<p>SAMMAT</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Socio-economic background (\$6500.00)

Strategic Direction 3

Effective Leadership

Purpose

To promote an inclusive culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

All staff actively engage in distributed leadership and professional growth to drive school improvement.

Increased parental participation in educational decision making.

Currently: 10%

Records indicate increase in positive staff/family contact.

Increase % of students attending school 90% or more of the time from 81.1% (baseline Sem 1, 2018) to 85.1% or above in 2022.

Increase the proportion of students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school from 86.8% (baseline 2018) to 90.4% or above in 2022.

Progress towards achieving improvement measures

Process 1: Community Engagement

- Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum.
- Facilitate opportunities for all stakeholders in the community to reflect and comment on school life.
- Establish a Junior PBL Team.

Evaluation	Funds Expended (Resources)
Engage parents as active partners in their children's education by delivering and sharing information about learning development and curriculum - Few opportunities arose to engage parents due to restrictions. Facilitate opportunities for all stakeholders in the community to reflect and comment on school life -Community surveys were used regularly to gauge parents feedback on school life. Whilst these were not readily taken up it still gave us a snapshot of parent feedback. Establish a Junior PBL Team -difficult to initiate due to restrictions.	survey for 3 years Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Process 2: Wellbeing

- Programs for mindfulness and resilience
- Student success outside of classroom - extra curricula activities
- Develop cultural competency across staff and student

Evaluation	Funds Expended (Resources)
Programs for mindfulness and resilience / Student success outside of classroom - extra curricula activities were limited due to restrictions. Develop cultural competency across staff and student - some staff took up opportunities for professional learning through Reconciliation Australia. Staff worked closely with Aboriginal Student Learning Support officers to enhance cultural competency in classrooms.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Murrook Cultural program for preschool \$5400</p> <p>SLSO employment - Danny and Jacqui Flaus 2 days per week \$37446</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$42 846.00) 	<p>Murrook cultural program supported cultural learning in the preschool.</p> <p>SLSO support - the focus for 2020 was language and community engagement</p> <p>Attendance at Moolinbinbh and Youyoong AECG to support Worimi culture and heritage</p>
English language proficiency		No additional funding for 2020
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$33 073.00) 	Students were supported by Learning and Support teacher on individual programs in literacy and numeracy. Extra teacher and SLSO support was also engaged to continue to support student learning. Great gains from students in individual programs of support.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$47 275.00) 	Executive staff worked closely with stage classroom teachers to ensure consistency of pedagogy and teaching and learning programs.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$54 000.00) 	Supported a variety of initiative across the school. We were able to purchase further technology resources for class use. The National Schools survey were purchased with accessibility for the next three years. It also supported "learning from home" with extra resources such as care packages of classroom resources and paper used for printing resource packs. It also was used for our Aboriginal student learning support officers.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	136	130	142	150
Girls	135	111	112	114

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	93.6	94.4	95.3
1	93.4	93.6	93.3	93.8
2	94.6	95.6	93.3	94.3
3	94.8	94.4	90.7	93.9
4	94.7	92.3	94.9	93.2
5	94.4	92.6	93.7	94.5
6	92.4	94.4	91.5	92.8
All Years	94.1	93.8	93.2	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.72

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	489,531
Revenue	3,093,528
Appropriation	2,971,432
Sale of Goods and Services	6,849
Grants and contributions	99,303
Investment income	945
Other revenue	15,000
Expenses	-3,000,030
Employee related	-2,656,872
Operating expenses	-343,158
Surplus / deficit for the year	93,499
Closing Balance	583,029

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	127,033
Equity Total	197,696
Equity - Aboriginal	33,650
Equity - Socio-economic	54,404
Equity - Language	0
Equity - Disability	109,642
Base Total	2,094,096
Base - Per Capita	63,373
Base - Location	0
Base - Other	2,030,723
Other Total	412,782
Grand Total	2,831,607

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The National School Surveys organisation conducted three surveys in 2020 at the request of the school. The surveys were targeted at students, staff and parents and the following data was collected.

Parent Executive Summary

Parents at Stockton Public School displayed high levels of satisfaction. The average of the key areas was 75%, which was 1% higher than the Government Primary Schools Benchmark and 4% higher than the National Benchmark.

Parents displayed the highest levels of satisfaction with 'Personal Development', 'School Environment' and 'Technology and Resources', and the lowest levels of satisfaction with 'Parent Communication' and 'Learning Opportunities'.

The highest rated items in the survey were for: 'The staff who work in the front office are friendly and helpful towards parents'; and 'This school is kept clean and tidy'. The lowest rated items were for: 'Teachers communicate with me regularly about my child's progress'; and 'This school keeps me well-informed of my child's academic progress'.

Student Executive Summary

Overall, students at Stockton Public School displayed very high levels of satisfaction. The average of the key areas for satisfaction was 79%, which was 8% higher than the Government Primary Schools Benchmark. However, well-being levels were a lot lower; the average of the key areas was 68%, which was 6% lower than the Government Primary Schools Benchmark.

Students showed the highest levels of agreement in the areas of 'Technology and Resources'; 'Teacher Quality' and 'Student Behavioural Values', and the lowest levels with 'Optimism' and 'Self'.

The survey consisted of two parts: satisfaction and well-being.

With regard to the satisfaction key area items, the highest rated items were for: 'My teachers are caring and supportive'; and 'The school facilities and resources provide students and teachers with a good learning environment'. The lowest rated items were for: 'I look forward to going to school'; and 'I find it is easy to make friends at this school'.

The highest rated items for well-being were: 'I strive to continually improve in different areas of my life'; and 'I am a competitive person'. The lowest rated items for well-being were: 'I hardly ever worry'; and 'It's easy for me to be able to relax'.

Staff Executive Summary

Staff members at Stockton Public School displayed relatively high levels of satisfaction. The average of the satisfaction key areas was 73%, which was 1% lower than the Government Primary Schools Benchmark and the average of the well-being key areas was 69%, which was 3% lower than the Government Primary Schools Benchmark.

Staff showed the highest levels of satisfaction with 'Attitudes' and 'Goal Congruence', and the lowest levels with the areas of 'Workload' and 'Stress'. The greatest sources of stress were 'Balancing family and work commitments'; 'Having to bring work home to do'; and 'Too much administration/paperwork'.

The highest rated items were for: 'I have a strong commitment to this school'; 'I am happy with my decision to work at this school'; and 'I have good relationships with other staff members'. The lowest rated items were for: 'I rarely have to bring work home to keep up with my responsibilities' and 'Outside of school hours, I find myself worrying about my job', indicating that many staff worry about their job outside of school hours.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.