

Stockton Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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

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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 267 students, Preschool to Year 6. This includes 22 Aboriginal/Torres Strait Islander students and 15 EAL/D students.

There is a dedicated staff providing quality teaching and learning programs for all students. Staff includes: The principal, 3 assistant principals, 7 class teachers, 1 preschool teacher, teacher librarian (3 days per week), learning and support teacher (3 ½ days per week) and school counsellor.

The school has a strong focus on developing the whole child academically, socially, culturally and emotionally. Positive Behaviour for Learning (PBL), an evidence based whole school process, contributes to improving learning outcomes for each individual student. The staff actively encourages students to reach their full potential through a co-operative, caring learning environment and the use of technology to enhance the learning opportunities for each individual student.

Kindergarten to Year 6 programs include Best Start, whole school mathematics program, home reading, Language, Learning and Literacy (L3) program, Jolly Phonics, Daily 5, fundamental movement skills program, sport and Crunch and Sip program.

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

Community partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and scholarships as well as by assisting with working bees and support of the school fete.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture is at Sustaining & Growing. The school has well developed and current policies, programs and processes to identify, address and monitor student learning needs as shown through our whole school assessment schedule. This ensures an explicit and consistent process for the collection and recording of data to effectively analyse and monitor student progress. The schedule includes all Key Learning Areas (KLAs) as well as expectations regarding updating of continuums and student self-reflection. Teachers use the information gained through these assessments to monitor, track and report on student performance and to assist in the implementation of Individual Education Plans (IEPs), Personalised Learning Pathways (PLPs) and the development of School Learning Support Officer programs. The introduction of Positive Behaviour for Learning (PBL) has ensured that expectations of behaviour are explicitly taught and there are positive, respectful relationships evident among students and staff. Attendance rates are regularly monitored and all staff are aware of their obligations to implement the Department of Education (DoE) Attendance Policy. Attendance awards are given at the end of each term for 100%, high and improved attendance.

Wellbeing is at Sustaining & Growing. The introduction of PBL has ensured staff, students and the broader community

understand the behaviours that enhance wellbeing and lead to improved student outcomes, through signage, specific lessons and newsletter items. The use of the High 5 Plan has taught students to accept responsibility for their own behaviours and provides them with a scaffold to use. Our Cultural Group has proven very successful in encouraging students to recognise and respect cultural diversity, while feedback from parents has shown that they value what the school is currently doing. As per DoE requirements, all staff are updated annually on Child Protection, Keeping Them Safe, CPR and Anaphylaxis requirements. All staff complete the required online or face to face training.

Curriculum & Learning is at Sustaining & Growing. All children are provided with quality learning programs across all learning spaces, effectively using technology to support learning, and they are adjusted as necessary to meet any identified needs. Parents are consulted when IEPs or adjustments are deemed necessary and these are reviewed on a regular basis according to the school's Assessment Schedule. A successful Learning Support Team (LST) process has been established to ensure that students who are identified as needing support can be discussed, referred to the school counsellor if necessary and have interventions put in place to meet their identified needs. The school has successful plans in place for transition from P–K and 6–7. Staff work with High School staff, Early Learning staff and staff from other schools to ensure that information is shared, allowing students to successfully transition.

Assessment & Reporting is at Sustaining & Growing. The school has developed explicit processes to collect, analyse and report internal and external performance data through the collection and tracking of data using the Literacy, Numeracy & Mathematics Continuums. Parents are provided with 'where to next' information using the Continuum Parent Reports. Analysis of NAPLAN data each year identifies strengths, weaknesses, trends and tracks growth. Information from this analysis is used by teachers to inform teaching and learning programs. Teachers use assessment data to update parents through twice yearly reporting which identifies the areas the child has achieved as well as areas for future growth. Students are offered opportunities to reflect on their own learning through activities such as writing ninjas, goal setting and surveys.

Student Performance Measures is at Delivering. The school achieves value added results and is delivering for value adding. NAPLAN analysis of 2017 data, has shown that across all areas of Literacy, the school is achieving 87.5% in Year 3, 77.5% in Year 5 and 69.5% in Year 7, above the National Minimum Standard. Across the area of Numeracy, the analysis has shown that the school is achieving 85% in Year 3, 69% in Year 5 and 77% in Year 7, above the National Minimum Standard. Further analysis showed that there was an increase in the number of students meeting expected growth both from Year 3–5 and 5–7 in 2017.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice is at Delivering. Teachers regularly review and revise teaching and learning programs and Theme units where staff reflect on what worked or didn't work on the unit. Programming checklists ensure that all staff are aware of the requirements for their class program to ensure all elements are recorded, which means classrooms are well managed with well planned teaching taking place. This is supported by Tell Them From Me (TTFM) student survey results which show that most students rated effective classroom learning highly.

Data Skills & Use is at Sustaining & Growing. The use of the Literacy, Numeracy and Mathematics Continuums and the establishment of an ASPECT data wall demonstrate that teachers use assessment instruments regularly to help monitor learning progress as well as identify gaps for improvement. Continuums are updated each term and the Data Wall is discussed during the year at stage meetings to identify children achieving above and below expected levels and the strategies that are in place to enable these students to make improvements or to further challenge them. The use of the continuums, as well as class based assessments such as reading data, are used by teachers in their planning of teaching and learning programs and the writing of IEPs. Through the community consultation for the School Plan, parents were able to engage in planning the School Vision and Strategic Directions which drive improvements in student performance. The Annual School Report (ASR) provides an opportunity to share school performance with the school community.

Collaborative Practice is at Sustaining & Growing. The timetabling of days for stages to be released, allowed staff to work together to improve teaching and learning for students, through collaborative planning. On these days, stage groups work together to compare and discuss student work samples to determine consistency in reporting. They also used this time for discussion and planning of stage units of work. During 2016, Stockton Public School formalised the support given to beginning teachers. Each of these teachers, whether receiving beginning teacher funding or not, were buddied with a mentor. A program of professional development was planned using the Strong Start Great Teachers website. Time was allocated per fortnight for meetings where the teacher and mentor could discuss the work done over the previous fortnight as well as discuss any concerns or questions the beginning teachers may have had to enable them to improve teaching practice.

Learning & Development is at Sustaining & Growing. The professional learning undertaken throughout 2017 on Daily 5 and the establishment of a Numeracy ASPECT Wall, demonstrates that there is a particular focus on improving teaching methods in Literacy and Numeracy. Professional learning was focused on building teachers' capacity in these areas. Daily 5 TPL and High Expectations Relationships Teacher Professional Learning (TPL) allowed staff to share their learning from targeted professional learning with others. Through the Performance and Development Plan (PDP) process, teachers have had to take responsibility for planning their own professional learning as they have had to identify

learning that will support the achievement of their goals. This has also been shown through the seeking of feedback regarding Differentiation Professional Learning where staff had to identify their learning needs in this area and the Teacher Professional Learning (TPL) was designed to meet the identified needs.

Professional Standards is at Sustaining & Growing. Delivery of Professional Learning by teachers, as well as providing feedback from lesson observations, show that teachers work beyond their classrooms to contribute to broader school programs. This commitment is also demonstrated when we hold a whole school production (every 2 years) which involves every student from K – 6. Teachers are responsible for planning, costuming, sourcing music, determining lighting and directing their class performance. Teachers also accompany children in sporting teams and on school excursions, including overnight stays, as part of learning programs. During all these opportunities, teachers demonstrate responsibility, adaptability and ethical practice. The Performance and Development Plan (PDP) process means that teachers are developing a better understanding of the Professional Standards and curriculum requirements as well as working throughout the year to achieve the goals they set. Staff participation in all aspects of the Performance and Development Plan (PDP) process demonstrates that they are committed to their ongoing development as members of the teaching profession.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership is at Sustaining & Growing. We solicit and address feedback on school performance in different ways. We ask for feedback in a variety of ways over the year and then use this feedback to reflect on the practices that are in place. We will address concerns raised through feedback in a variety of ways; when carrying out self-assessment, reporting in Annual School Report (ASR), future planning and sometimes these concerns or queries are addressed through the newsletter or at P & C Meetings. The beginning teacher mentoring program is one of the ways the school demonstrates that leadership development is central to school capacity building. This was a leadership opportunity for staff, as mentors were not necessarily members of the executive team. Each year staff take on curriculum responsibilities across the school which may involve leading a curriculum committee, organising carnivals or excursions or shadowing another staff member to develop an understanding of what is involved in a particular role, e.g. Computer Co-ordinator. There have been opportunities for staff to fill relieving roles in the school as either an Assistant Principal or Principal, this allows staff to develop their leadership skills in a supportive environment. During the last 2 and a half years we have developed a good relationship with workers from the Murrook Cultural Centre. We have been lucky to be able to use their expertise in running a weekly Cultural Group for our Indigenous students, have them run activities during NAIDOC Week, run a whole school dance program, where each class had the opportunity to learn a dance and then perform it, use the Green Team to establish the Bush Garden and the staff have participated in Professional Learning at the centre. We have also developed a good relationship with Newcastle High School, through GATs activities, taster lessons and the transition process. Newcastle Port Corporation has provided scholarships for four Year 6 students to assist with the cost of High School for several years and Orica works with us in understanding their emergency procedures by attending a staff meeting to provide this information to all staff. Orica staff have also held a Working Bee at the school and provided funds to purchase plants for the gardens.

School Planning, Implementation & Reporting is at Sustaining & Growing. The school community understands and supports school expectations and aspirations for improving student outcomes. The school community was involved in the development of the Vision and Strategic Directions for the current School Plan and this process is currently underway for the next school plan. A recent survey of parents, staff and students showed strong support for the programs introduced as part of the current School Plan – Daily 5 and PBL. The school community is reminded on a regular basis of our PBL expectations, through school signage, newsletter items, assemblies and PBL lessons. All stakeholders were involved in the development of the vision and values of PBL at Stockton Public School. The School Plan and Milestone documents allow us to monitor, evaluate and review our progress towards achieving outcomes as identified in the school plan.

School Resources is at Excelling. The school strategically uses resources to achieve improved learning outcomes. Information from the RAM report gives us our budget figures as well as determining the in class support that can be provided for students and resources that can be purchased or accessed to support the implementation of the School Plan. Milestones are set across the 3 Strategic Directions as well as for key funding initiatives to ensure that the School Plan can be implemented successfully. All staff are involved in Performance and Development reviews and through this, and program supervision, we ensure that full curriculum implementation and delivery requirements are met. The school has been able to advertise for staff on a number of occasions as well as using Expressions of Interest to fill temporary classroom teacher positions and relieving executive positions. This has allowed us to recruit high quality staff who bring expertise in areas of identified need. The filling of relieving executive positions as well as staff taking on mentoring or trainee roles across the school, shows that we have some succession plan in place as well as providing leadership opportunities. Our school facilities are used by a local Dance Studio twice a week and we have an OOSH service based at the school. The school hall is also used as a polling venue for Local, State and Federal Elections. Our school hall and library are used in a variety of ways; as learning spaces, for assemblies, meetings, performances etc. This allows us to offer services that meet student needs and allows our learning spaces to be used in a variety of ways.

Management Practices & Processes is at Sustaining & Growing. The school seeks feedback from all stakeholders on a regular basis in a variety of ways. We use focus groups, meetings, conversations and surveys. Information gathered is used during our self-assessment and planning for future directions. We welcome parental involvement in school activities and try to keep parents well informed. We have established a functional Learning and Support Team structure

at the school and this allows parents and staff to be informed regarding student progress and any individual support needed. We have a fortnightly newsletter which provides information to the school community; this is distributed to families via the Skoolbag App, email and on the school website. It is also available from the school office. In Term 4, 2015, we started using the Skoolbag App as a method of communicating with the school community. We have had 588 downloads and 30,082 views of the App. Parent feedback indicated that parents like receiving information via the App. We have designed a very comprehensive school website where prospective and current parents can find lots of information about the school. This is regularly updated to share general information about what's happening at the school as well as showcasing what is happening in classrooms. Through the School Plan and Annual School Report, we communicate clearly about school priorities and practices. In 2016, staff were provided with information during the implementation of Learning Management and Business Reform (LMBR) so they had an understanding of how the new system worked. The school uses the third party software program, Sentral. Staff have been provided with professional learning since its implementation to ensure effective use of this software. Rolls are marked, behaviour incidents are recorded and meetings minuted for staff, executive and Learning and Support Team meetings. Individual Education Plans are documented and school reports are written within the package. This allows all staff, teaching and administrative, to access student information at all times as needed.

Our self-assessment and the external validation process assists 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

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 2017, teachers used continuum data to monitor achievement and gaps in student learning. This information was used to inform planning of teaching and learning, ensuring student needs were being addressed. Sena testing was completed across the school and the information obtained was used in the development of an ASPECT data wall which plotted all students K–6 in the aspects of Early Arithmetic and Place Value. This allowed for students performing above or below their expected level to be readily identified and strategies to be implemented.

An School Learning Support Officer (SLSO) was employed for 2 days per week to work with Indigenous students in Literacy and/or Numeracy in areas identified as needing support or further development. The Learning and Support Teacher (LaST) was employed for an extra day per fortnight to provide additional support to targeted students. School Learning Support Officers were employed to support funded students and other targeted students through the implementation of teacher designed individual education plans. The programs and the School Learning Support Officer expectations were clearly identified in teaching and learning programs. A variety of resources, including computer programs, were purchased to support teaching and learning in the areas of English and Maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 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)• 80% of students achieving in the expected cluster by the end of the year on Literacy & Numeracy continuums.	\$12,144 (RAM Equity)	<ul style="list-style-type: none">• All students K– 6 have been tracked on continuums and the continuum data has been used to monitor achievement and gaps in student learning so that learning programs are at point of need.• Growth on continuums evident. 67% of students K – 6 are achieving at the expected level in Reading, 62% are achieving at the expected level in Mathematics and 67% are achieving at the expected level in Early Arithmetical Strategies.• 51.7% of students achieved equal or greater than expected growth 3–5 in NAPLAN reading and 64.3% of students achieved equal or greater than expected growth 3–5 in NAPLAN numeracy• 47.4% of students achieved equal or greater than expected growth 5–7 in NAPLAN reading.• 60.5 % of students achieved equal to or greater than expected growth 5–7 in NAPLAN numeracy. This is an increase from last year's growth of 6.2% in Year 5 NAPLAN reading, 18.8% in Year 5 NAPLAN numeracy, 11.4% in Year 7 NAPLAN reading and 17.5% in Year 7 NAPLAN numeracy.

Next Steps

- Continued Staff TPL in use of continuums as well as TPL on learning progressions, once they are available.
- NAPLAN analysis is used more consistently by classroom teachers to inform teaching and learning
- Implement a whole school assessment schedule to have some consistency around assessments being done across the school

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

Throughout 2017 there was a strong professional learning focus on Daily 5. Staff were provided with opportunities to engage in professional learning as a group as well as on an individual basis. A class teacher with expertise in Daily 5 was also released to provide support or mentoring to teachers across the school in the preparation for and implementation of the Daily 5 program.

There was a continued focus on collaborative practice across the school with stages working on programming as well as being provided with time to meet as a stage to discuss consistent teacher judgement.

Individual Education Plans were developed for students with an identified learning need. This was done in consultation with parents and they were reviewed and adjusted as needed regularly throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 85% of students report through end of year surveys that they enjoy class activities.• Staff report 85% of students have increased level of engagement throughout the year (Term 1 – Term 4).• 80% of teachers report achievement of all learning goals associated with quality teaching and curriculum implementation.	<p>\$29,000 (RAM Equity)</p> <p>\$74,380 (Integration Funding)</p>	<ul style="list-style-type: none">• 73.3% of students reported that they were interested and motivated in their learning (in Tell Them from Me survey).• Teachers report that 83% of students are fully engaged in class lessons and 77% find class lessons relevant to their experiences (in Tell Them From Me Survey)• 88% of staff indicated the achievement of at least 2 of the goals set.

Next Steps

- Continue to use professional learning & Quality Teaching, Successful Students (QTSS) resources to support teacher identified needs
- Continue professional learning in Daily 5 during 2018
- Professional learning on providing and receiving effective feedback

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

2017 saw the continuation of weekly Cultural Classes for Indigenous students from K–6, with a worker from the Murrook Cultural Centre. Our Years 3 – 6 Indigenous students led a song in Gathang with classes K–6 as part of NAIDOC Week activities and joined with the school choir to sing part of a song in Gathang at Presentation Day.

Students, parents and staff were involved in the Personalised Learning Pathway (PLP) process for students from Preschool – Year 6. A celebration of learning event was held during Term 4, where Personalised Learning Pathways were reviewed by parents, students and staff and student achievement over the year was celebrated.

We held our biannual school performance during Term 3, the performances were well supported with all 4 being sold out.

PBL implementation continued during 2017. The Positive Behaviour for Learning (PBL) committee met each fortnight during the year to help drive the implementation across the school. Two staff members attended a Positive Behaviour for Learning (PBL) expo in Taree during Term 4 where they could showcase our journey and network with other schools to get ideas for future direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 75% of parents report through end of year surveys that they have an understanding of recent curriculum changes.• 20% increase in number of parents attending parent teacher interviews from year to year.	<p>\$26,496 (Aboriginal Background Funding)</p> <p>\$827 (School Funds)</p>	<ul style="list-style-type: none">• Curriculum information – in particular, Daily 5 and PBL, were included in each newsletter during the year.• All school events during 2017 were well attended by parents.• Parent interviews were well supported with the percentage of attendance being between 75% and 90% across the school.• There was a reduction in the number of major behaviour issues recorded in Sentral. This was a result of the PBL focus across the school.

Next Steps

- Provide authentic opportunities for school community to be involved in decision making

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	2017 Allocation: \$26,496 <ul style="list-style-type: none"> • \$9,223 (Cultural Group – Equity Funds + School Funds) • \$4,500 (PLP Meetings & Celebration Night – Equity Funds + School Funds) • \$13,600 (SLSO Wages – Equity Funds) • \$1674 (Resources – Equity Funds) 	<p>See also Strategic Directions 1 and 3.</p> <p>Personalised Learning Pathways have been developed for all students from Preschool to Year 6 through consultation between teachers, parents and students. These were developed in Term 1, reviewed in Term 2 and adjusted if necessary and achievements celebrated during Term 4 at a special afternoon event.</p> <p>An Aboriginal Learning and Support Officer was again employed to provide assistance to Aboriginal students in Literacy and Numeracy through in class support to enable improvement in learning outcomes.</p> <p>2017 saw the continuation of a weekly Cultural program for students K–6 through the employment of a worker from the Murrook Cultural Centre. As a result of this program, we now have some signage in the school in Gathang and students acknowledge country in both Gathang and English at school assemblies and special events. These students also led NAIDOC week activities at the school this year. They also performed at Presentation Day with the school choir.</p> <p>Resources, such as Gathang dictionaries, were also purchased for use by students to enhance language use.</p>
English language proficiency	2017 allocation: \$1,849 <ul style="list-style-type: none"> • \$1,849 (SLSO wages – Equity Funds) 	<p>A School Learning Support Officer was employed to work with identified students to develop their language skills, this has seen an improvement in English proficiency and ability to engage in school activities for those students.</p>
Low level adjustment for disability	2017 allocation: \$19,159 <ul style="list-style-type: none"> • \$19,159 (SLSO wages – Equity Funds) 	<p>See also Strategic Direction 1</p> <p>School Learning Support Officers were employed to allow identified students to successfully engage in the full range of class and school activities.</p>
Quality Teaching, Successful Students (QTSS)	2017 Allocation: 0.217 staffing allocation Semester 1 & 0.486 staffing allocation Semester 2.	<p>Through the use of this funding we have been able to offer mentoring support for new executive staff as well as using staff expertise to provide professional learning and support in areas identified by each staff member. This has enabled staff to identify an area they would like more information about or support to implement on an individual basis, meaning that their skills have been improved ensuring effective teaching practice in the classroom.</p>
Socio-economic background	2017 Allocation: \$53,743 <ul style="list-style-type: none"> • \$33,000 (Wages – Equity Funds) • \$7,000 (Computer Based Programs – Equity Funds) • \$1,000 (Catering – Equity Funds) • \$10,000 (Daily 5 	<p>See also Strategic Direction 1</p> <p>Funding was used in a variety of ways to support the educational outcomes of all students.</p> <ul style="list-style-type: none"> • Additional Learning & Support Teacher time • Teacher professional learning • Family assistance

<p>Socio-economic background</p>	<p>Resources – Equity Funds) <ul style="list-style-type: none"> • \$1,000 (PBL Resources – Equity Funds) </p>	<ul style="list-style-type: none"> • Resources – Whole school computer based programs • Resources to support Daily 5 • Purchase of iPads and charging stations • Resources to support PBL • Welcome Afternoon Tea • Teacher release for consistent teacher judgement days & maths ASPECT testing
<p>Support for beginning teachers</p>	<p>2017 Allocation: \$4.063</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 063.00) 	<p>Funds were used to provide additional release time for the teacher and mentor as well as to purchase resources to support the teacher in implementing quality teaching and learning programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	123	134	138	136
Girls	139	135	134	135

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95.6	93.8	94.1
1	95.1	94.1	93.4	93.4
2	95.6	94.2	94.2	94.6
3	94.8	93.6	93.5	94.8
4	95	93.4	95.2	94.7
5	93.9	93.2	94.8	94.4
6	95.6	92.6	91.1	92.4
All Years	95.2	93.8	93.7	94.1
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

Positive attendance habits and rates are expected at Stockton Public School. Parents are asked to provide valid reasons for any absences and systems are in place to ensure this information is communicated within the expected timeframe. Reminder letters are sent home and parents are contacted if a child is absent for 2 consecutive days with no parent contact. Good attendance is recognised at the end of each term with attendance awards being given for 100%, high and improved attendance. Information regarding parental responsibilities in regard to attendance is communicated in each fortnight's newsletter. Where a student is identified as an attendance concern, staff work with the student and family to develop an attendance plan, in consultation with the Home School

Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.26
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.72
Other Positions	0

*Full Time Equivalent

We currently have one member of the teaching staff and one SLSO who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

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. Professional learning focused on the strategic directions of the school and a number of compliance training requirements. All staff participated in updates of the Code of Conduct and Child Protection. All completed anaphylaxis and CPR training and all staff participated in Professional Learning around 'Daily 5', differentiation, benchmarking, flexible learning spaces, 8 Ways and High Expectations Relationships.

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	202,841
Revenue	2,714,677
Appropriation	2,543,320
Sale of Goods and Services	43,671
Grants and Contributions	124,458
Gain and Loss	0
Other Revenue	0
Investment Income	3,229
Expenses	-2,568,765
Recurrent Expenses	-2,557,791
Employee Related	-2,311,209
Operating Expenses	-246,582
Capital Expenses	-10,974
Employee Related	0
Operating Expenses	-10,974
SURPLUS / DEFICIT FOR THE YEAR	145,913
Balance Carried Forward	348,754

Budgets for the school are set by the Principal in consultation with the school executive and School Office Manager. Expenditure is monitored on a regular basis with ongoing evaluation of revenue and expenditure in accordance with audit requirements. The budgets relate to the School Plan and are regularly reviewed. This ongoing monitoring allows for circumstances such as unplanned leave or illness or the replacement of equipment items to be managed within the financial year.

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	1,927,107
Base Per Capita	43,097
Base Location	0
Other Base	1,884,010
Equity Total	177,972
Equity Aboriginal	26,496
Equity Socio economic	53,743
Equity Language	1,849
Equity Disability	95,885
Targeted Total	96,213
Other Total	299,392
Grand Total	2,500,685

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.

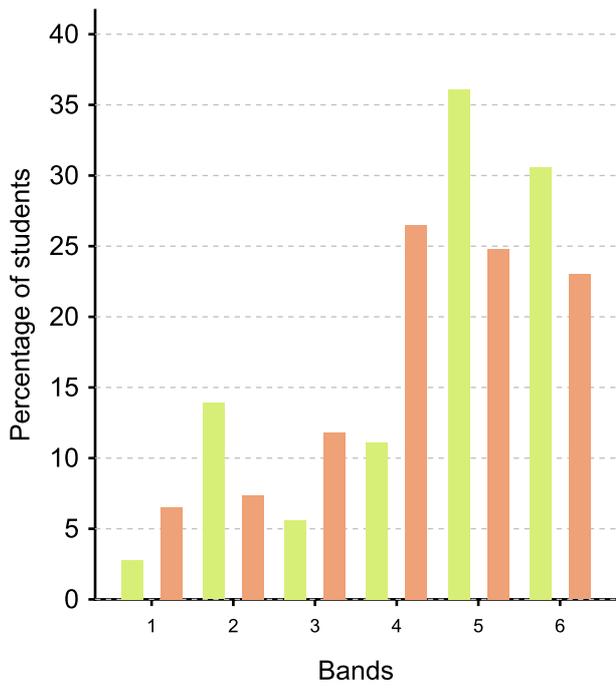
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

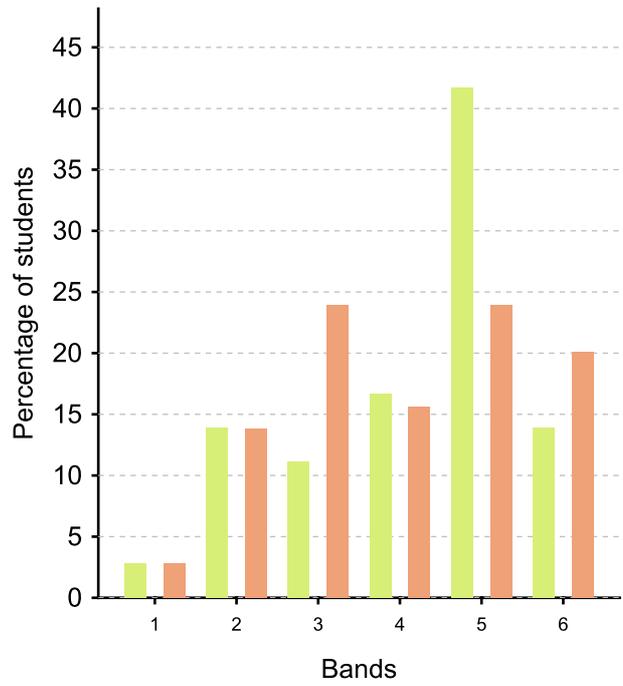
NAPLAN

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.

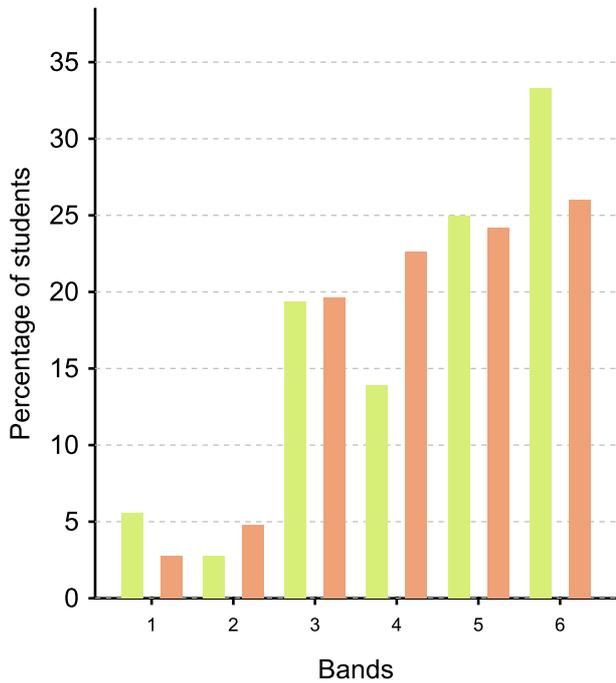
Percentage in bands:
Year 3 Grammar & Punctuation



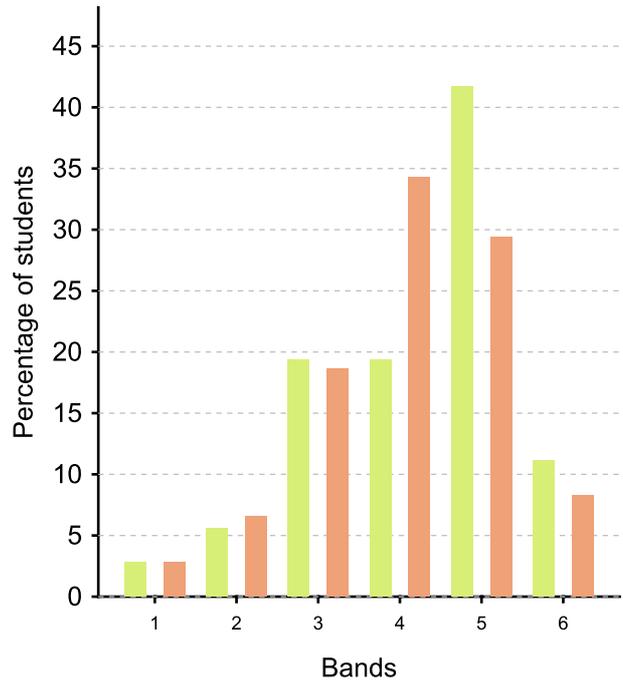
Percentage in bands:
Year 3 Spelling



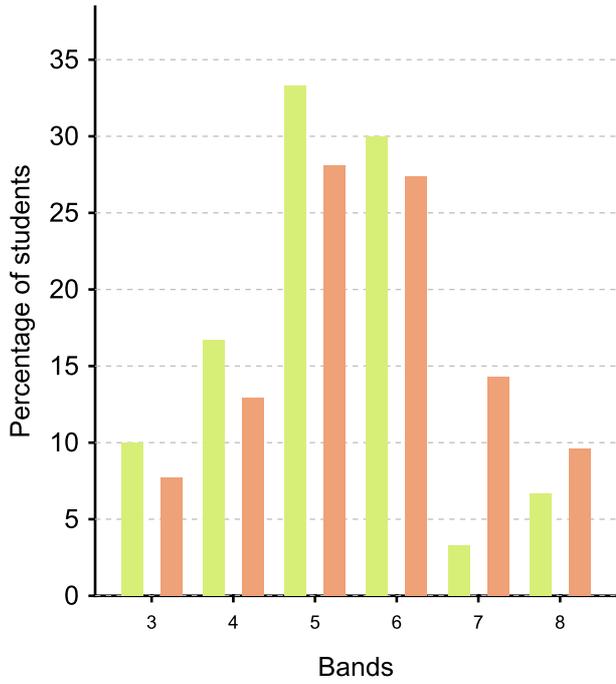
Percentage in bands:
Year 3 Reading



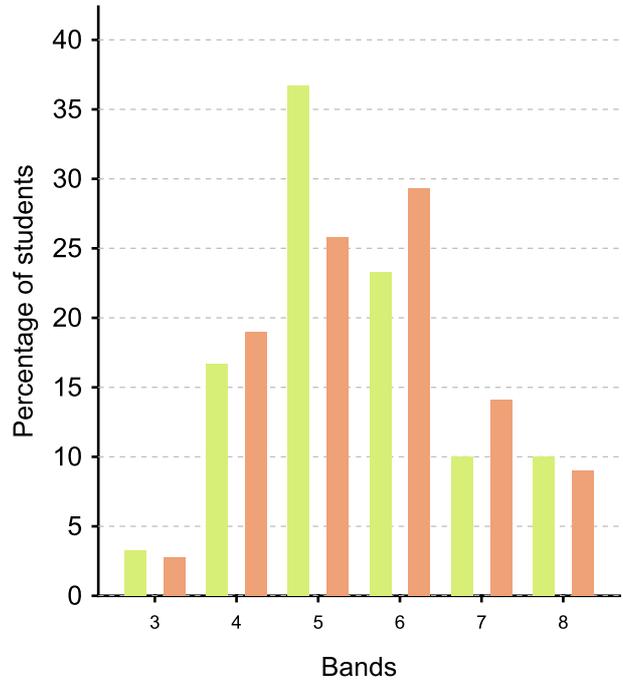
Percentage in bands:
Year 3 Writing



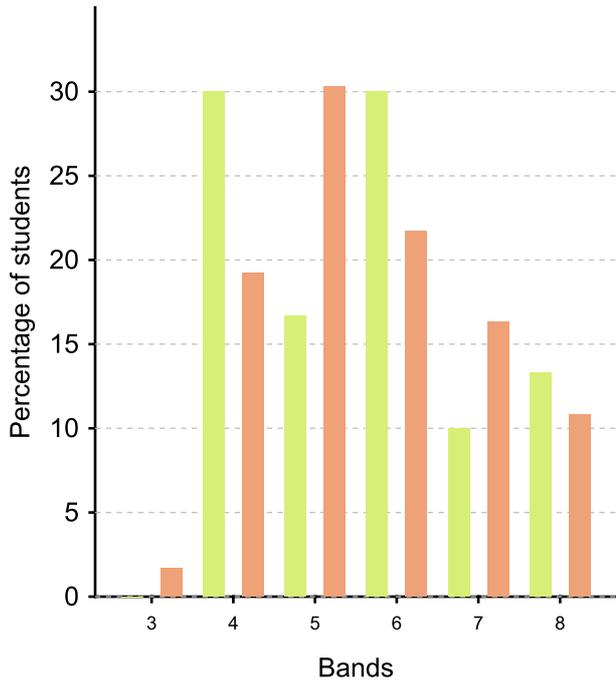
Percentage in bands:
Year 5 Grammar & Punctuation



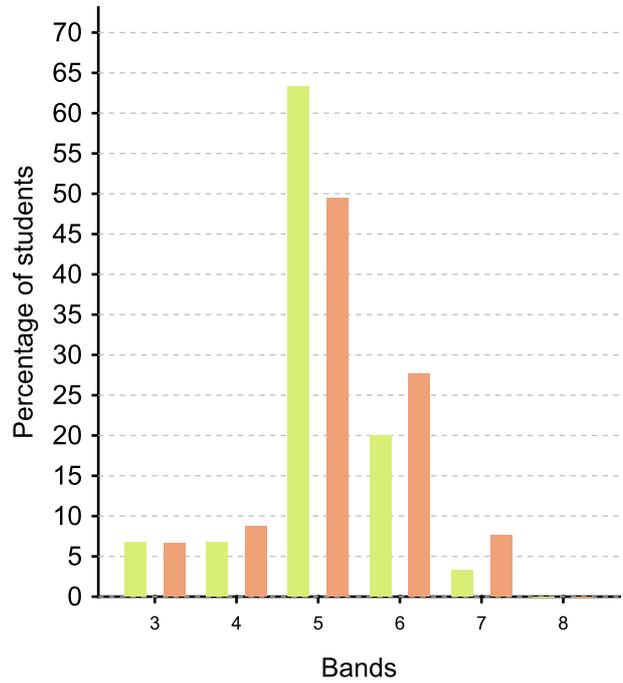
Percentage in bands:
Year 5 Spelling



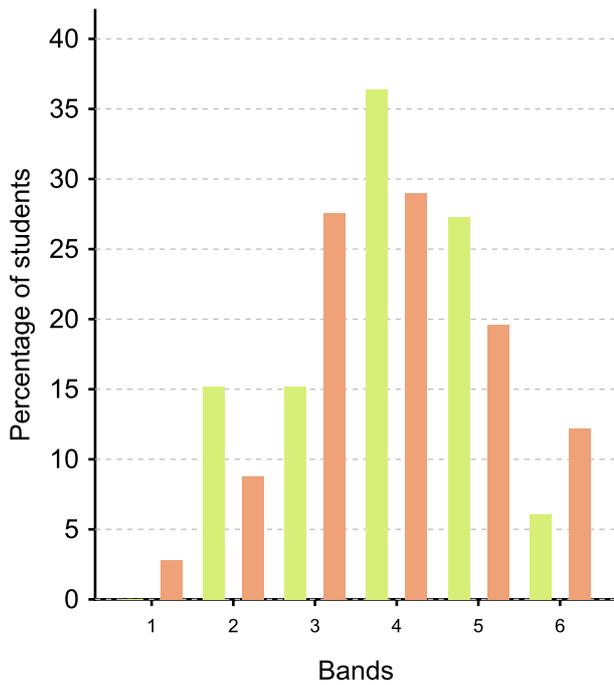
Percentage in bands:
Year 5 Reading



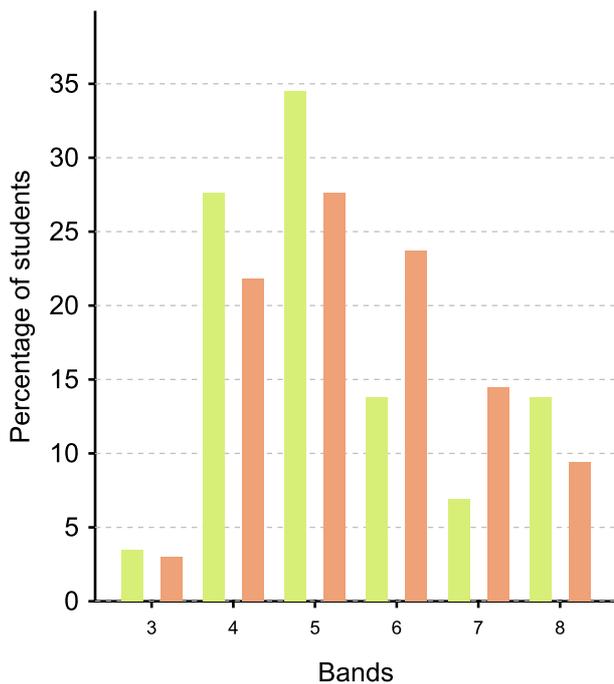
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

There was a small cohort of Aboriginal students in Year 3 (2 students), Year 5 (3 students) and Year 7 (3 students) in 2017. None of our students achieved in the top 2 bands in NAPLAN Numeracy and 1 student in Year 5 achieved in the top 2 bands in NAPLAN Reading

Parent/caregiver, student, teacher satisfaction

Parents indicated that:

- Interactions between staff, students and families are caring, polite and respectful.
- The school cares about the welfare of students.
- They feel welcome at school events

Students indicated that:

- they feel teachers were responsive to their needs and encourage independence with a democratic approach.
- they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- they feel classroom instruction is well – organised, with a clear purpose and with immediate feedback that helps them learn.

Staff indicated that:

- Interactions between staff, students and families are caring, polite and respectful.
- They are happy working at Stockton Public School.
- They are provided with the necessary support to be able to do their job successfully.

Policy requirements

Aboriginal education

In 2017, Stockton Public School received Aboriginal background funding. Our school promotes Aboriginal Education through curriculum content as well as through targeted programs and initiatives. In 2017, Aboriginal and Torres Strait Islander students, Kindergarten 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. NAIDOC Week was acknowledged through a variety of whole school events, including all students Preschool – Year 6 learning a song in Gathang led by our Aboriginal students. A School Learning Support Officer was employed to provide in class support for Indigenous students on programs developed to improve learning outcomes. The acknowledgement of country was presented by Aboriginal students in both English and Gathang at all school assemblies and significant school events. We again ensured Personalised Learning Pathways were developed for all Aboriginal and Torres Strait Islander students to assist in maximising student learning and their achievements over the year were acknowledged at a 'Celebration of Learning' event in Term 4 which involved students, parents and staff.

Multicultural and anti-racism education

At Stockton Public School 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. Students are helped to develop life-long understanding and skills of appreciation and acceptance and how to develop and maintain respectful relationships. 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.