

Shortland Public School Annual Report



2018



3065

Introduction

The Annual Report for **2018** is provided to the community of **Shortland 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 background

School vision statement

Shortland Public School, is a place where life-long learning is promoted through respectful relationships, community spirit and holistic educational experiences. A sense of safety, stability and belonging underpin an environment that is driven by personal bests. Students learn in a happy and valued environment by teachers that inspire them, developing skills to guide and shape their future. Shortland Public School values 'Respect, Responsibility and Relationships'.

School context

Shortland Public School has an enrolment of **233** students. This includes **215** students in mainstream classes, **18** students in support classes, **16%** of students from Aboriginal backgrounds and **13 %** of students from a language background other than English. Shortland Public School possesses committed teachers who produce rigorous curriculum programs focused on academic growth and development. As an Early Action for Success school, we possess a strong Instructional Leadership model to improve teacher practice and student outcomes. We focus on differentiation for all children through guided instruction and self directed learning. Shortland Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, Shortland Public School's on-balance judgement for Learning Culture, Assessment and Student Performance Measures is Delivering. With regard to Learning Culture, progress and achievement is identified and acknowledged through various school platforms. The aspirations and expectations of students and parents are known and inform planning and learning. In the area of Wellbeing, Shortland Public School is excelling in regard to organisation where all students have regular opportunities to meet with identified staff members who provide advice, support and assistance to help them reach their potential. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Assessments, both formative and summative, are planned and undertaken regularly in all classes with data systematically collected. Parents are presented with clear information on what and how well their children are learning through student reports. The school has analysed Student Performance Measures and other contextual information (NAPLAN) to assist in tracking progress and achievement against syllabus outcomes.

In the domain of **Teaching**, Shortland Public School's on-balance judgement for Professional Standards and Learning and Development is Sustaining and Growing. In this respect, teachers professional development is supported by a coordinated whole school approach, informed by research. Targeted professional development that includes classroom observations and feedback is provided by the two Instructional Leaders to improve professional knowledge and practice in a continuous cycle of improvement. Staff engage in professional dialogue and collaboration to improve teaching and learning across the school. In the area of Effective Classroom Practice and Data Skills and Use, the school is Delivering. Staff regularly use student progress and achievement data to ensure teaching practices are effective and inform lesson planning. There is a particular focus on Literacy and Numeracy and building effective teaching methods in these areas.

In the domain of **Leading**, Shortland Public School's on-balance judgement for Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes is Sustaining and Growing. The school's leadership team actively supports change that leads to improvement and creates opportunities where feedback can be shared and monitored. Shortland Public School supports collaborative performance development and efforts to continuously monitor improvement. The school's leadership team embeds clear processes, with accompanying milestones, towards the implementation of an effective School Plan. Shortland Public School uses evidence-based strategies, through its Visible Learning commitment, to deliver ongoing improvements to student outcomes. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Streamlined processes exist to deliver services and information to support parental engagement and the school regularly solicits feedback on school performance from students, staff and parents in an effort to continuously monitor improvements.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning – Visible Learning & Wellbeing

Purpose

Purpose: To create a strong sense of belonging, develop self-directed learners who are engaged and can articulate their learning.

Overall summary of progress

In 2018, the school has undertaken an evaluation of the 2018–2020 School Plan to address the needs identified in Wellbeing and Visible Learning. These two areas were combined under Strategic Direction 1 to reflect the schools strong focus in this area. The school has taken positive steps towards achieving its improvement measures.

During 2018, the school developed a process of collecting data to inform programs around wellbeing and visible learning practices. Based on this data, professional development for staff around Kids Matter, mindfulness and the language of Visible Learning was provided. The PBL team worked closely with staff, students and the community to streamline and improve processes and practices to decrease the number of Sentral entries while increasing the number of students attending the whole school rewards day.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| <p>Visible Learning</p> <p>Increase the proportion of students who use common metalanguage to articulate their learning progression and goal setting.</p> | <p>One day release for VL team member to set up and then collate data from surveys.</p> <p>\$15,000 cost of materials and presenter from Corwin Visible Learning company</p> | <p>2018 progress towards the 2020 Improvement Measure Visible Learning</p> <p>All staff were released to attend a day of training by Corwin on dispositions.</p> <p>All staff and a small focus group of parents completed a survey on dispositions which led to the formation of a common language of dispositions to be used across the school.</p> |
| <p>Wellbeing</p> <p>An increase in the number of students who achieve an invitation to the termly whole school reward days</p> | <p>Purchased SEL Program = \$130</p> <p>4 Casual Days to release staff to plan SEL program for 2019 = \$2000</p> <p>Colour Copying and stationery for SEL Program = \$400</p> | <p>2018 progress towards the 2020 School Improvement Measure Wellbeing</p> <p>Mindfulness lessons initiated into every classroom during Term 4 and surveys completed.</p> <p>Teaching programs explicitly taught self regulating behaviours.</p> <p>Whole school reward day processes were reviewed and modified. Attendance by students reflected these changes and an increase in student participation was noted in Term 4.</p> |
| <p>Wellbeing</p> <p>A decrease in the number of negative Sentral entries</p> | | <p>2018 progress towards the 2020 School Improvement Measure Wellbeing</p> <p>Programs addressing wellbeing and resilience were introduced with student at tier 2 level.</p> <p>Increased staff presence in the playground and a greater variety of activities for students were developed during Term 4.</p> <p>Initial data reflects a decrease in the number recorded of negative Sentral incidents in the classroom but further data needs to be collected</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Wellbeing A decrease in the number of negative Sentral entries | | and collated for the playground during 2019. |

Next Steps

In 2019, all staff will have had the opportunity to participate in ongoing professional learning around mindfulness and the language of dispositions.

All students from K–6 will have had exposure to mindfulness strategies and the language of dispositions.

Lessons around mindfulness, and the SEL program will be implemented in classrooms. The language of dispositions will be incorporated into daily classroom practice and the playground.

Strategic Direction 2

Teaching – Literacy & Numeracy

Purpose

Purpose: To develop and deliver explicit teaching programs underpinned by high expectations, visible learning and data analysis to drive student improvement.

Overall summary of progress

In 2018, the school has undertaken an evaluation of the School Plan to address the needs identified in Literacy and Numeracy teaching and learning. Strategic Direction 2 reflects the schools' strong focus in this area. Shortland Public School has taken positive steps towards achieving its improvement measures.

During 2018, the school implemented Instructional Leadership professional development across K–6 in Literacy and Numeracy. Data was collected and analysed to determine student needs and future professional development. Collaboration days were implemented in Semester 2 to provide a platform for stage based professional development.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Increase the proportion of students in the top two NAPLAN bands (Reading, Writing & Numeracy) based on three year trend data. | Employment of an Instructional Leader 3 days per week. Release for staff by 3 casual teachers during collaboration times. Employment of an Interventionist 4 days per week for K–2. | The school recruited an Instructional Leader to target students in 3–6 utilising the same successful EAFS model operating in K–2 providing on-going classroom support and individualised professional development to staff. 81% of Year 2 students met or exceeded expected benchmarks levels in reading in 2018. Professional development provided on effective use of data and the learning progressions provided to all staff. |
| Increase the percentage of students demonstrating value added growth (expected growth) in NAPLAN based on 2017 baselined data. | Employment of an Instructional Leader 3 days per week. L3 Training for ES1 and O/PL for S1 teachers. Employment of a LAST teacher 3 days per week. | Strong evidence based teaching practices evident to develop knowledge, understanding and skills in all students. Tier 3 interventions provided by the LAST and the Interventionist, providing differentiated programs for individual student. Individual Literacy and Numeracy goals set for all students K–6. Student performance tracked using the new progressions. |
| | | |

Next Steps

In 2019 all staff will have the opportunity to participate in Extensive Numeracy professional learning. Classroom teachers and support teachers will participate in collaborative days where data collection and analysis, professional development, observation and feedback will be the focus.

Shortland Public school will continue to employ two Instructional Leaders, working closely together, across K–6, to lead professional development in Literacy and Numeracy and provide in class support across the school.

Teaching and learning programs will be data driven and differentiated according to the needs of individual students.

Students will have regular and individualised feedback sessions with their teachers in order to develop and support active learning and individual learning goals.

Strategic Direction 3

Leading – Community Relationships & Engagement

Purpose

Purpose: To develop a positive school culture and community of high expectations.

Overall summary of progress

In 2018, the school has undertaken an evaluation of the 2018–2020 School Plan to address the needs identified in Community Relationships and Engagement. The school has a strong focus in this area and has taken positive steps towards achieving its improvement measures.

During 2018, the school developed a process of collecting data to inform programs around Community Relationships and Engagement. Based on this feedback, the school effectively engaged the community through a variety of different events and means of communication.

2018 saw the introduction of three–way meetings between parents, students and teachers. Every teacher met with students and parents personally from their class in Term One. Opportunities for further community engagement included parent information sessions for new kindergarten students, information sessions for parents in both the support classes and year 6–7 transition and the continuation of Shortland Public Schools' school readiness program in terms three and four.

A Community Liaison Officer (CLO) is employed to strengthen school promotion and community participation in attending school events, interactions with parents, carers and staff and assists in providing a welcoming school environment. The CLO plays an integral part in Shortland Public school community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increase the proportion of parents/carers engaging in educational school events. | \$200 for each special event. | <p>Informal special events days such as Mothers' Day and Fathers' Day breakfasts are well supported by the community.</p> <p>Community liaison and partnerships developed or strengthened with Callaghan College, Waratah High School, outside sporting groups and a range of other community organisations.</p> <p>Change in communication platform with parents/carers and the community based on survey results that better reflects parents changing needs. Move to Shortland Public School Facebook page.</p> <p>Feedback (two stars and a wish) data collected and parents surveyed on a range of school wide activities.</p> |
| Increase the proportion of parents/carers who are actively involved in setting their child's learning goals. | | <p>Three –way conferencing with parent, student and teacher introduced where learning goals were set..</p> <p>The school will continue to promote and encourage parents participation at these conferences.</p> |

Next Steps

In 2019, further information and knowledge on three–way conferencing will be provided to parents to foster greater participation.

The community Liaison Officer will have her time extended in 2019 to two days a week. A major components of this

increase will be to survey focus groups to assist in determining how to improve community engagement. The CLO will also be working in partnership with the Aboriginal community and staff to determine strategies and events for great participation.

The community has indicated a willingness to participate in targeted professional learning and this will be built upon in 2019 by providing a course on helping children in the classrooms called 'PATCH'.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | \$47068 • (\$0.00) | Employment of an Aboriginal Liaison Teacher to work with students in the classroom, track student progress, review and work with teachers to implement and maintain PLPs. These documents reflected student interests, needs and cultural goals. Opportunities for aboriginal students to engage with their culture was provided through NAIDOC Day and cultural programs throughout the year. |
| English language proficiency | \$66216 | Employment of an EALD teacher to work with students in the classroom, manage enrolments and maintain PLSP's in consultation with classroom teacher and parents. Students were provided with specialised lessons based on their individual needs and parental communication formed an integral part of the process. |
| Low level adjustment for disability | \$83290 – 0.8 LAST Teacher \$31440 – Interventionist support | Guided instruction in Reading, Writing and Maths groups K–6. Completed Access Requests as required. PLPs developed and implemented. Maintained PLSP's in consultation with classroom teacher and parents. Provided intervention in K–2 for Tier 3 students. Data management. |
| Quality Teaching, Successful Students (QTSS) | \$51224 | Management of wellbeing procedures Management of PL in student behaviour management |
| Socio–economic background | \$31234 Interventionist support \$289304 Flexible (\$64,000 2 x SLSOs and \$64,433 Off Class AP) | Observation and feedback sessions in K–6 based on staff PDP goals. Management and intervention programs K–6. Executive released for wellbeing support and curriculum leadership. |
| Support for beginning teachers | \$14000 | Funds were used to provide time to give the teachers additional mentoring and release time for programming, planning and report writing as well as professional development opportunities, working towards achieving their teacher accreditation. |
| Targeted student support for refugees and new arrivals | \$9581 | Additional time for EALD teacher to supports students and teachers in the classroom. |
| Early Action For Success | \$127418 | Employment of an Instructional Leader to assist and support K–2 staff and students to implement explicit teaching in the areas of Literacy and Numeracy. Management of Professional Learning K–6. |

| | | |
|---------------------------------|----------|---|
| Early Action For Success | \$127418 | Management of tiered intervention. Data management. Observation and feedback session. |
|---------------------------------|----------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 128 | 133 | 138 | 127 |
| Girls | 94 | 95 | 100 | 113 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 89.3 | 92.8 | 93.5 | 90.9 |
| 1 | 87.9 | 93.3 | 91.4 | 90.2 |
| 2 | 89.9 | 89.6 | 95 | 89.3 |
| 3 | 93.3 | 93.5 | 92 | 93.1 |
| 4 | 90 | 91.2 | 90.2 | 91 |
| 5 | 87.6 | 94.2 | 93.2 | 90.3 |
| 6 | 91.7 | 93.1 | 91.3 | 90.5 |
| All Years | 90 | 92.6 | 92.3 | 90.7 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

Shortland Public School follows the Department of Education Attendance Policy and takes the pro-active approach of employing a Community Liaison Officer to monitor, plan and work with students and families, to increase attendance at school. Attendance is tracked in class by the classroom teachers. After 2 days absent from school, the teacher will phone the parent or carer. If they are unable to make contact, the Community Liaison Officer will try to make contact. Weekly attendance meetings performed between the school Principal and Community Liaison Officer monitor individual student attendance and school trends. From these meetings, attendance plans and communication between school and families begin, to achieve improved attendance for all students at school. Our school may request assistance from a Home School Liaison Officer (HSLO). Meetings between the school, parents, carers and the HSLO take place and a student attendance improvement plan is put into action. This plan is completed in collaboration between all parties to improve student attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 10.91 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.42 |

*Full Time Equivalent

The school was allocated an Instructional Leader (Deputy Principal level) of 0.8 FTE entitlement under Phase Two Early Action for Success initiative.

Shortland Public School has one permanent teacher and a General Assistant that 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 | 70 |
| Postgraduate degree | 30 |

Professional learning and teacher accreditation

All teachers and support staff completed mandatory training in the areas of Child Protection, Code of Conduct and E-Care. Executive staff and the support class teachers participated in MAPA training. As part of the Early Action For Success Program, an Instructional Leader was employed on a 5 day fortnight to provide professional learning and feedback to the staff in K-2. An additional Instructional Leader was employed 3 days per week to provide ongoing professional learning and feedback to staff in Years 3-6.

All classroom teachers have weekly lesson evaluations, they attend fortnightly Instructional Leader meetings and meet regularly to receive feedback on lesson implementation. The professional learning undertaken by the staff included:

- L3 and L3 Stage 1
- L3 OPL
- Progression training
- Best Start 2
- PBL
- Visible Learning
- Kids Matter

We have 8 teachers at the proficient level of accreditation and one teacher on beginning teacher funding.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 313,113 |
| Revenue | 3,638,854 |
| Appropriation | 3,460,902 |
| Sale of Goods and Services | 60 |
| Grants and Contributions | 174,084 |
| Gain and Loss | 0 |
| Other Revenue | 200 |
| Investment Income | 3,608 |
| Expenses | -3,454,397 |
| Recurrent Expenses | -3,454,397 |
| Employee Related | -3,208,103 |
| Operating Expenses | -246,294 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 184,456 |
| Balance Carried Forward | 497,569 |

Shortland Public School's financial management processes adhere strictly to all policies within the Department of Education. Shortland Public school continues to implement the DoE standardised finance system (SAP) and new financial processes for all NSW Public Schools aligned with the learning Management and Business Reform (LMBR). The school Finance Committee (Principals, School Administration Manager and Executive) make financially responsible decisions based on student needs, school strategic directions and future school needs.

The Financial Statement table provides information from 1 January 2018 to 31 December 2018.

- Financial summary consists of school income broken down by funding source and is derived from the School Annual Financial Statement.
- Funds carried forward have been allocated to continue to upgrade our school playground, further equip classrooms with relevant technology and school funded building works.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1,893,449 |
| Base Per Capita | 49,348 |
| Base Location | 0 |
| Other Base | 1,844,101 |
| Equity Total | 548,552 |
| Equity Aboriginal | 47,068 |
| Equity Socio economic | 320,538 |
| Equity Language | 66,216 |
| Equity Disability | 114,730 |
| Targeted Total | 580,428 |
| Other Total | 285,472 |
| Grand Total | 3,307,900 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The Premier's Priorities indicated the expectation of the following for Shortland Public School in the top two

bands:

Year 3 Reading: 2018 – 27.5%

Year 3 Writing: 2018 – 27.5%

Year 5 Reading: 2018 – 18.4%

Year 5 Writing: 2018 – 8.1%

Shortland Public School has improved the number of students performing in the top 2 bands in NAPLAN in Year 5 in Writing.

The Premier's Priorities indicated the expectation of the following for Shortland Public School in the top two bands:

Year 5 Numeracy: 2018 – 16.2%

Year 3 Numeracy: 2018 – 17.2%

Shortland Public School has improved the number of students performing in the top 2 bands in NAPLAN in Year 5 in 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes are mandatory reporting requirements.

Shortland Public School's cohort of Aboriginal students in Year 3 is less than 10 students and therefore the data for students in the top two NAPLAN bands is not reliable and therefore not reportable.

In 2018, 31% of Year 5 Aboriginal and Torres Strait Islander students achieved at or above expected growth in writing, 46% achieved at or above expected growth in reading and 38% achieved at or above expected growth in numeracy.

Parent/caregiver, student, teacher satisfaction

Based on feedback from parents, the community, students and staff, there is a high level of satisfaction with programs, events and celebrations implemented

by Shortland Public School.

Policy requirements

Aboriginal education

The school has **16.3%** of students that identify as Aboriginal. An Aboriginal Liaison Teacher was employed 2 days per week to provide more opportunities for Aboriginal students to receive explicit teaching in small guided groups within the classroom. This position also involved a component for tracking Aboriginal student progress in Literacy and Numeracy, developing PLPs with students, parents and teachers and maintaining communication with families. All students had a PLP which included learning goals. Cultural significance was also included in all PLPs.

In 2018, all students K–6, participated in NAIDOC day celebrations. A series of activities were planned and implemented including a writing activity based on the book, "Cocky and the Crow" and an afternoon performance from Waratah Campus students with a focus on Australian animals.

Multicultural and anti-racism education

The school has 3 trained Anti-racism Contact Officers (ARCO) who address issues involving race related behaviours in the school.

All staff are trained in the Code of Conduct annually, as per DoE policy.

Multicultural education is incorporated into our HSIE Units of History and Geography. Each year we celebrate our multicultural composition through our annual Diversity Day. This day recognises the importance of each student's contribution to our school and our community. In 2018, all students K–6, participated in Diversity Day celebrations. A series of activities were planned and implemented including a themed literacy activity, festival games, enjoying multicultural foods and creating a whole school art project.