School context statement

Stuart Town Public School is a small rural school forty kilometres from Wellington and sixty kilometres from Orange situated on the outskirts of the village of Stuart Town. The school has excellent facilities, including well-resourced classrooms with connecting classroom facilities, aesthetically pleasing school learning areas, and sporting grounds and gardens.

Stuart Town Public School provides a sound foundation for learning and recognizes the importance of involving the students in the wider community. The students are keen to participate in community events and local activities and the school is well supported by community members, local organizations and the school parent body.

Our students enjoy a balanced program involving academic work, cultural activities and sporting events. A dedicated staff work to provide quality educational experiences for students and to promote community participation and partnerships.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</table>

Stuart Town Public School’s enrolment numbers fluctuated throughout 2014. At the start of the year there were 13 students. Enrolments peaked at 17 students with two families moving into the village area and declined to eight students December 2014. The decline of numbers was due to families moving on due to family commitments and families changing school. The predicted enrolment for 2015 is 12 students with the return of one family and a Kindergarten enrolment of one student.

Student attendance profile

Stuart Town Public School’s attendance percentage has improved over the past three years. The school attendance rate 98.3% for 2014 is well above the state percentage of 94.8%. During 2014 there were a number of non-attendance issues raised and the Home School Liaison personnel were contacted. With monitoring and follow-up procedures from school staff the issues were resolved and the attendance rate improved.

Student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>96.9</td>
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<td></td>
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State DEC

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<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<tr>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>96.8</td>
</tr>
</tbody>
</table>
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

There was little change in staffing at Stuart Town Public School during 2014. The part time teacher for two days a week was filled by an early career teacher as a part time temporary position. All teaching staff were keen to participate in developing meaningful and engaging learning experiences for students. The school staff members were supportive, committed to extend the students’ learning and their involvement within community activities and events.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.45</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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</table>

The Workforce composition table displays staff employed centrally by the Department and employees supported by the school global funding resources.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2014 there were no full time Aboriginal employees at Stuart Town Public School. There was a part time School Learning Support Officer employed on a casual basis during term 4 2014.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Beginning Teacher

There were no permanent beginning teachers at Stuart Town Public School during 2014.

Professional learning and teacher accreditation

All staff, teachers and support staff continued to develop their professional skills and learning. All mandatory training was completed. Teaching staff participated in professional learning activities in line with the school targets and identified needs of students. The following Teacher Professional Learning activities were completed during 2014:

Classroom Teacher completed Gross Motor Skills training course in association with staff at Wellington Public School.

The Teaching Principal attended Principal Network meetings, L3 training days with the Orange Small Schools’ Network and three days “Preparing for the New School Plan”.

The School Administration Manager completed LMBR finance in-service training.

A Training and Development budget plus funds from the global budget was used to manage the Professional Learning need to meet set targets in 2014.

All smiles after watching “The Grufflo”
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Administration &amp; office</td>
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<td><strong>Total expenditure</strong></td>
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</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
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</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Parents and Citizens body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Literacy including Reading, Writing, Spelling and Grammar and Punctuation

NAPLAN Year 3 - Numeracy

In 2014 two students in Year 3 sat for the National Assessment Program in Literacy and Numeracy. NSW Department of Education and Training protocols do not allow schools with small cohorts to comment on results due to privacy reasons.

NAPLAN Year 5 - Literacy including Reading, Writing, Spelling and Grammar and Punctuation

NAPLAN Year 5 – Numeracy

In 2014 one student in Year 5 sat for the National Assessment Program in Literacy and Numeracy. NSW Department of Education and Training protocols do not allow schools with small cohorts to comment on results due to privacy reasons.

The Year 3 and Year 5 student reports and information were sent to parents and an assessment report was issued to the school. Interviews were conducted with parents and teachers to discuss the reports and student progress. Follow-up programs and teaching strategies were developed by the Teaching Principal and stage teacher using the NAPLAN Data and class-based assessment.
Other achievements

The Arts, Sport and Community Involvement

Students have been involved in a wide range of learning experiences and extra-curricular opportunities during 2014. The following provides a snippet of the activities during the year.

Arts

In 2014 the primary students produced a sculpture for the Waste to Art competition co-ordinated by NetWaste and Wellington Council.

The students reused an old internet satellite dish, tiles and metal trinkets to construct a birdbath. The item was entered in the Primary School Sculpture category as “Twitter Tub”. After the exhibition the students and staff arranged for the birdbath to be placed in one of the gardens at the front of the school.

At the Wellington Show the school exhibit won the “Children’s Craft Best Display” using the theme “The Year of the Horse.” The students collected place and Highly Commended certificates for their entries in the Art and Craft sections.

Music performances and workshops were attended throughout the year including a performance by the Pittwater High School Band at Mumbil Hall, Musica Viva performances and a Music Workshop day. They also participated enthusiastically during recorder lessons and performed a number of recorder pieces at their 2014 Presentation Night.

Students from Kindergarten to Year 5 participated in the Wellington Eisteddfod and gained a second place in the Small Schools’ Mime category. All students were involved in the mime “From Individuals to a Co-operative Group’. As a follow up to Drama activities and Language units the students attended the Wellington Amateur Theatrical Society’s performance of “Adventures of Peter Pan” and a professional performance of “The Gruffalo” at the Dubbo Entertainment Complex.

Students in Year 4, Year 5 and staff members were enthusiastically involved in the “Small Talk” Small Schools’ debating competition. Mr Chris Grossett, Principal of Hill End Public School instigated and co-ordinated the competition between a number of small schools within the Dubbo, Mudgee and Bathurst Districts. The students participating in the competition gained and improved their research, speaking, presentation and video confidence skills throughout their program. The overall winning debating team was from Mumbil Public School.

Congratulations Mumbil Public School students and staff.

Sport

Students participated enthusiastically and received recognition for their achievements. They exhibited good sportsmanship and tried their best during the sporting events. They competed at the Dubbo and Wellington Small Schools’ Swimming, Athletics and Cross Country Carnival events.

Congratulations to the PP6 50m freestyle swimming relay team who placed at the Wellington Dubbo Small Schools’ Carnival. Two
students performed well enough at the Wellington Dubbo Small Schools’ Athletics Carnival to compete at the Dubbo District Carnival.

Stuart Town Public School hosted a Gala Fun Swimming Carnival for a number of small schools across Networks. The event was held at Wellington Pool and was very successful. All students, staff and parents enjoyed the day immensely even with the cool wet weather.

During Term 1 and Term 4 the students participated in sport skills, water confidence and safe swimming activities at the Wellington Swimming Pool. These programs assist the students to develop their confidence and encourage them to actively participate in the Small Schools’ Swimming Carnival and Gala Fun Day each year. Parents and staff are keen to participate in the activities and encourage their involvement.

Students were actively involved in events in the wider community including Schools’ Clean Up Day, Arbor Day, Footy Colours Day, Jeans for Genes Day and CWA International Day.

Interschool and community activities included Easter Fun Day at Euchareena, St Patrick’s Day and the local Man from Ironbarks Festival. At the festival the students took part in local schools art display. Students from Stuart Town, Euchareena and Mumbil Public Schools completed a crayon drawing of “The Man from Ironbark” using the poem by Banjo Paterson as their stimulus.

Community Involvement

Stuart Town community members are eager for the students to be involved in and contribute to local community activities and events. The students play an important role in the traditional Stuart Town ANZAC Day ceremony. In 2014, 100% of the students marched and were involved in the service. The Stuart Town Public School students performed a song and readings during the ceremony to the delight of their parents and community members.

The school commemorated Remembrance Day with a student led ceremony. All students, from Kindergarten to Year 5, played a part in the ceremony. Parents and community members were invited to participate and join us for morning tea.

Significant programs and initiatives – Policy and equity funding

Significant teaching and learning programs were initiated, continued and consolidated during 2014. Staff were involved in professional learning and delivered the following programs: L3 – Language, Learning and Literacy, Best Start assessment and program follow up, Jolly Phonics, Jolly Grammar, Dubbo and Wellington Small Schools’ Network activities. The Student Representative Council (SRC) participated in video conferences and shared in activities with the Wellington and Dubbo Small Schools’ network.

Aboriginal education

Teaching staff place a strong emphasis on the incorporation and integration of Aboriginal education into teaching programs and units of work.
Cultural Awareness

A Wiradjuri Language and cultural awareness learning officer was employed to introduce and consolidate the students’ understanding of Wiradjuri Language through songs, movement, traditional games and visual arts lessons. She also introduced cultural understanding, awareness and reinforced learning about the Wiradjuri people within our local area developing a positive and inclusive school culture. Mrs Burns assisted with the lessons and the development of the learning experiences. The students shared a language game and song from their studies with their parents and community members at the 2014 Presentation Night.

The program proved to be very successful and the learning officer was also employed by Mumbil Public School. As a result of this program partnership and collaboration between schools, the local Aboriginal Community has improved. This program will be continued in second semester next year.

An Aboriginal perspective is applied in a variety of ways to support students’ knowledge of Aboriginal history, culture, language and awareness of traditions.

Multicultural education and anti-racism

In 2014, the CWA country of study was Botswana. Students completed a unit of work which focused on cultural and natural features within the country, ways of life, traditions, food, sports and celebrations within Botswana. An outstanding exhibition of the students’ work was displayed at the Mumbil Hall for the local Mumbil/Stuart Town CWA International Country of Study celebrations and luncheon.

The CWA shield for the inter-school competition between Stuart Town and Mumbil was presented to Stuart Town students at the CWA International Day.

Multicultural perspectives are incorporated in teaching programs, the Department of Education and Training Calendar for Cultural Diversity 2014 are utilized and integrated in classroom activities and weekly language lessons.

The Garden and Cooking Program also provide an opportunity for the students to study the origin of food and preparation of food related to cultural ideas and customs. The students experience the diversity and differences of food in other countries developing an understanding of the multicultural influences within our everyday life. Staff, students, parents and community members were actively encouraged to share their cultural diversity, backgrounds and experiences with the school community. Within 2013 students, parents and staff visited different countries including the Philippines, Canada, Alaska, New Zealand and Uganda. The students shared learning experiences and activities with each other and corresponded with the travellers.

Engaged in Art Projects

Socio-economic background

During 2014 staff were employed to work with small and targeted groups of students to improve the outcomes achieved by all students. A classroom teacher was engaged for three days a week to split the class into two groups, Early Stage One and Stage One were together as one learning group, and Stage 2 and Stage 3 were in the other learning group. This organizational arrangement enabled the Early Stage One, Stage One teacher to implement L 3 strategies into the
classroom with a greater degree of effectiveness. The second teacher also worked with all students, developing HSIE units, managing minor excursions to Wellington Historical Society, Wellington Library, the Japanese Gardens, performing arts shows and coordinating the gardening program. The learning experiences provided the students with the opportunities to develop social skills and widen their learning experiences. The programs raised the expectations of students and the school community and strengthened relationships between school and community. As a result of the students’ participation and engagement during the programs there were a number of positive comments and written communications back to the school reflecting on the high level of interest and engagement the students demonstrated.

A School Learning Support Officer (SLSO) was also employed to implement specific learning programs to improve students’ skills in identified areas. The SLSO implemented Multilit, Books in Homes, Reading Challenge Week 3 to Week 8 term 1, Jolly Phonics follow up activities, Home reading and teacher designed programs for targeted students. At times the programs were delivered one-on-one or with the SLSO supporting the students within the classroom and providing scaffolding for the students to achieve anticipated outcomes and experience success.

Varied student groupings, co-operative utilization of staff, combined with flexible school organization has enabled greater student engagement in learning and increased achievement of targeted outcomes for all students.

Other significant initiatives

Garden and Cooking program

Miss Masters, with the assistance of Mrs Frazer, ran a garden and cooking program. The students planted, cared for and successfully grew and harvested the vegetable produce. They used the vegetables to cook some delicious food e.g. quiche, pasties, salad and spring rolls. The students cooked different types of food to share at special assemblies, lunches, parent visits and presentation night. Parents, other staff and community members were invited to assist with the gardening and cooking program. The students developed their understanding of the Multicultural influence food has on our Australian way of life.

Books in Homes

The Books in Homes Program has been implemented at Stuart Town for the past 6 years. The program provides books for our students to select and take home as their own. Each student receives three books in three terms, in all nine books a year. The books are taken home to share with siblings, parents, relatives and friends. The “Books in Homes” organization has assisted Stuart Town Public School by organizing the North Sydney Sunrise Rotary Club to assist with the registration.

The Books in Homes Organization also arranges for mentors or community members to present the books to the students. The program provides quality children’s literature for the students to have in the home environment. The students and family members are able to enjoy the books and a love of books will be encouraged and fostered.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used to evaluate include surveys, interviews, observations and the completion of the schools’ situational analysis.

The processes used include:

- Collection, analysis interpretation of data. Including analysis of Kindergarten Best Start, ‘SMART’ data related to NAPLAN results, standardized test results, benchmark Network schools reading benchmarking, work samples and teacher assessment information.

- Assessment of student achievement based on the Literacy and Numeracy continuum and analysis of ‘PLAN’ tracking.

- Working with and assessing teacher programs, monitoring and observing lessons to measure quality teaching strategies and the utilization of technology.

- Conducting, observing and participating in interviews with relevant students, staff, consultants, parents and community representatives.

School planning 2012–2014:

School priority 1

Literacy

Outcomes from 2012–2014

To increase levels of literacy for all students

Evidence of achievement of outcomes in 2014:

- 100% of Kindergarten and Year 2 students achieved the regional reading benchmarks in term 4 2014.

- Early Stage 1, Stage 1, Stage 2 and Stage 3 students have progressed 5 or more levels as measured by reading running record assessment data.

- 75% of students raised their receptive and expressive language to be in line with their stage level. All students made progress using the PLAN tracking data.

- Anecdotal evidence based on observation work samples and discussions with colleagues and support staff indicates improved enthusiasm, engagement and achievement of outcomes by students.

Strategies to achieve these outcomes in 2014

- Teaching Principal attended Teacher Professional Learning in ‘Quality Literacy Teaching” aligned to principals and strategies from L3 program. Early Reading Strategies for Small School Network with Orange Small Schools.

- Employment of School Learning Support Officer (SLSO) four days a week to assist with the implementation of Books in Homes, Home Reading, Jolly Phonics, Multilit, and targeted programs.

- Use of funding to employ a second teacher for three days a week to split the class into an Early Stage One Stage One group plus a Stage 2 and Stage 3 group, providing opportunities for L3 and language focused programs.

- Teacher professional learning in relation to the use of PLAN Tracking information and data. PLAN Data used to assess and drive Literacy and Numeracy teaching and learning activities.
School priority 2
Numeracy

Outcomes from 2012–2014
Increase levels of numeracy achievements for all students

Evidence of progress towards outcomes in 2014:
- Teachers’ awareness of school based, Best Start and SMART assessments data was enhanced and explicit teaching and programming was marginally improved.
- The Stage appropriate Levels for Early Stage 1 and Stage 1 students on the Numeracy Continuum were met by 75% of students.
- 75% of Stage 2 and Stage 3 students’ understanding of the Number strand area matched the appropriate stage/age level on the Numeracy Continuum in 2014.
- Class assessment indicates that the majority of students are achieving at expected outcomes for their stage.

Strategies to achieve these outcomes in 2014:
- Teacher professional learning in the use of the Numeracy Continuum as a tracking and planning tool for all Stages.
- Quality Teaching practices including ‘Maths Matters’ introduced into the Stage 2 and Stage 3 Classroom by second teacher.
- Teacher programs developed for Targeted students. The programs were developed using entry assessment data and exit data. Programs were implemented within the classroom with the assistance of the SLSO.
- Mathematics computer programs and technology were used to engage students applying their skills and provide skills practice. Programs utilized in 2014 were Sunshine on Line Maths, for Stage 1 and Stage 2, Study Ladder for Early Stage 1 through to Stage 3.

School priority 3
Student engagement

Outcomes from 2012–2014
All students in Stage 2 and Stage 3 will participate in the planning and organisation of school/community events and utilising the video conferencing facilities in 2014.

Evidence of progress towards outcomes in 2014:
- Students are keen and motivated to participate in connected classroom video conference activities. The Stage 3 student attended all Wellington and Dubbo Small Schools’ Student Representative Council (SCR) connected classroom meetings and events. The sessions were timetabled twice each term and each school’s SRC committee was asked to organise, plan and conduct a meeting. Our Stage 3 student successfully designed a survey for the SRC committees to conduct at their school and present on the video conference.
- Students in Stage 2 and 3 created and presented a power point that was viewed by students, staff, parents and community of their Sydney Excursion or Overseas trip. The power point and presentations astonished the audience.
- There was an increase in the number of opportunities for students to organize activities within the playground. They also organized charity and community events. They were placed on rosters to
monitor the sports shed, equipment and conduct assemblies and school SRC meetings. They assisted with the ANZAC Day activities, Mothers’ Day stall, Easter Parade Event, Remembrance Day Ceremony.

- Students in Stage 2 and 3 used video conferencing facilities to participate in the “Small Talk” Small Schools’ debating competition with Hill End, Mumbil, Goolma and Sofala Public Schools.

- Parents, students and staff were committed to attending and supporting students at school and community events such as assemblies, presentation night, school excursions and community celebrations.

Strategies to achieve these outcomes in 2014:

- Students have ready access to up-to-date equipment and facilities to be able to send and receive e-mails, develop power points and participate in video conferences.

- Staff and students networked with other small schools’ staff and students to arrange meetings and competitions to effectively utilize the video conferencing equipment for SRC meetings and small school debates.

- Embed technology across key learning areas and use equipment and programs for learning, researching and displaying tasks.

- Encourage students, staff, parents and community members to be involved in student presentations and assemblies. The whole school community is asked to support the students’ learning and celebrate their achievements.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students, ex-students and teachers about the school.

Their responses are presented below.

A range of collection methods were used to collect data including - interviews, surveys, staff meetings, P & C meetings and general discussions. The surveys were distributed to parents, students, ex-students, all staff members and community representatives. All surveys distributed to parents and staff members were completed and returned to school. The majority of surveys distributed to ex-students and community members were completed and returned.

The information was collated to review the success of current programs and school practices and to determine the priorities and future
direction when preparing the 2015-2017 School Plan.

The survey contained a section for the participants to rank the school programs and extra-curriculum activities. The ranking was from 5 being the highest to 1 being the lowest ranking. The majority of the programs and activities received a ranking of 5 or 4 by the participants. The highest ranking programs and extra-curriculum were ANZAC Day, Books in Homes and the school garden activities. These extra-curriculum programs bring together the students, staff, parents and community. There were two low ranking programs out of 46 and these programs will be reviewed and improved for implementation during 2015. The two lowest programs were the Musica Viva Program and an individualized Maths tables activity.

The ranking results from the survey were overall very favorable and reinforced the practices and programs implemented at Stuart Town Public School. The written comments reflected the positive value participants placed on the caring and positive relationship between students and staff and the favorable student to staff ratio.

There were also a number of constructive comments that will be followed up in the 2015-2017 School Plan and Milestones. It was suggested that there needs to be “more interaction with other students especially in Year 6 prior to going to high school”. This issue can be eliminated by developing activities and programs with network schools and extending the Year 6 Transition to High School Program for Stuart Town students. The other concern was “instead of going to other schools, do it at our school”. Due to Stuart Town being a rural school situated on the edge of the Wellington and Dubbo Small Schools’ Network we must travel to venues for interschool activities. It is anticipated that Stuart Town Public School will host two events for local small schools in 2015.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three strategic directions for Stuart Town Public School that have been decided, after consultation with all involved participants, are as follows -

Student Learning and Engagement

To actively engage all students in meaningful and challenging learning experiences through personalized and differentiated learning opportunities; which develops them as both learners and leaders; instills the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.
Professional Practice

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalized and differentiated learning for students in order to enhance student outcomes.

Inclusive and respectful partnerships

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalized and differentiated learning for students in order to enhance student outcomes.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

End of Year Excursion Flip Out.

Presentation Night Sports team