School context statement

Sturt Public School is located in the Wagga Wagga suburb of Kooringal. It has a student population of 342. Students come from a wide range of socio economic backgrounds with 9% of students being Aboriginal and 3.5% Non-English Speaking Background (NESB). This equates to 14 classes, with students from more than 20 different nations. One of the senior classes is an Opportunity Class which offers an individualised Gifted and Talented Program. The school’s motto is “Strive to Achieve” and this drives the ethos of providing students with a broad range of opportunities to learn and grow.

As an Empowering Local School, these opportunities include K-6 Gifted and Talented programs with a heavy emphasis on student engagement, including Years 5 and 6 (Stage 3) Quality Engagement Activities (QEA) which utilise school and community expertise. The HOW2Learn program enables students to realise their full potential by understanding how they learn best and the extra-curricular opportunities in both Sport and Creative and Performing Arts enable our students to excel in their chosen fields.

As a result of our Positive Behaviour Program, the school culture is that of a strong community, with students, staff, parents and friends working together to promote an empathic and productive environment. The school continues to actively strengthen relationships with the Aboriginal community.

Student information

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

Student enrolment profile

![Enrolments graph](image)

Our new students enjoy the community spirit, particularly at our family Cross Country Day

Student attendance profile

Student attendance continues to be above State average.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.8</td>
<td>94.6</td>
<td>95.3</td>
<td>94.2</td>
<td>94.3</td>
<td>95.8</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>95.5</td>
<td>93.8</td>
<td>95.0</td>
<td>94.5</td>
<td>94.5</td>
</tr>
<tr>
<td>2</td>
<td>95.4</td>
<td>93.9</td>
<td>94.4</td>
<td>91.0</td>
<td>95.4</td>
<td>95.6</td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>95.3</td>
<td>93.5</td>
<td>92.6</td>
<td>95.3</td>
<td>94.7</td>
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<td>4</td>
<td>94.9</td>
<td>94.0</td>
<td>94.4</td>
<td>94.3</td>
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<td>97.1</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.1</td>
<td>92.6</td>
<td>95.3</td>
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<td>95.0</td>
</tr>
<tr>
<td>6</td>
<td>95.1</td>
<td>94.1</td>
<td>93.8</td>
<td>93.4</td>
<td>94.9</td>
<td>94.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.5</td>
<td>94.0</td>
<td>93.8</td>
<td>95.1</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Our OC students excel in a State Wide writing competition.
**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.932</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.84</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Our staff included one Indigenous School Learning Support Officer who is now training at the National Aboriginal and Islander Skills Development Association.

**Beginning Teachers**

Beginning and New Scheme Teachers have been well supported with regular meetings, mentors, and supervisors resulting in a number of them working through the Accreditation and Maintenance processes.

**Financial summary**

As a 229 school which is piloting the Leading and Managing Business Reform (LMBR), this summary covers funds for operating costs and expenditure areas such as permanent salaries, building and major maintenance. It includes reporting from 1 January 2014 to 31 December 2014.

<table>
<thead>
<tr>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
</tr>
<tr>
<td>Revenue (10609)</td>
</tr>
<tr>
<td>Appropriation</td>
</tr>
<tr>
<td>Sale of Goods</td>
</tr>
<tr>
<td>Grants and Contributions</td>
</tr>
<tr>
<td>Investment Income</td>
</tr>
<tr>
<td>Gain and Loss</td>
</tr>
<tr>
<td>Other Revenue</td>
</tr>
<tr>
<td>Expenses (106010)</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
</tr>
<tr>
<td>Employee Related</td>
</tr>
<tr>
<td>Operating Expenses</td>
</tr>
<tr>
<td>Capital Expenses</td>
</tr>
<tr>
<td>Employee Related</td>
</tr>
<tr>
<td>Surplus for the Year</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
</tr>
</tbody>
</table>

**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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Our professional learning was aligned to our School Plan priorities. Training included L3, HOW2Learn, Autism, Non-Crisis Intervention, Australian Curriculum: Maths, English and Science; Aspiring Leaders, Financial Management along with DEC Reforms and mandatory training. Our professional development meetings and committees for priority areas, have ensured that the professional dialogue has been both productive and well received, and a sustainable model for improvement and growth exists.
The RAM data (March 2014) is the main component of the “Appropriation” section of the Financial Summary. A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Gifted and Talented**

Sturt Public School caters for gifted and talented students in a variety of ways. In 2014, this included a K-6 Extension program with regular small group specialist activities and our Stage 3 Opportunity Class. Our students were involved in the Maths Olympiad Australasian Problem Solving Competition with students placing in the top 10%. We also had students successfully compete in the Robocup Competition reaching State Finals.

Tournament of Minds is a problem solving competition with teams competing from all over Australia. We entered multiple teams with one winning the Riverina Finals in Maths Engineering and going on to represent the Riverina at the NSW State Finals in Sydney.

Chess Club has once again been a great success. We entered four teams in the local inter-school competition. Our A team won their division and went on to compete against Henty Public School, unfortunately missing out by 1 point in the semi-finals. Students also competed in our One-Day Chess Competition, where our C team won the competition, which in turn saw our students competing in the finals in Sydney.

The Kooringal High School Maths Acceleration program provides students with the opportunity to advance in Maths. Eight students participated in this program with three students placed in the top 5% of KHS Year 7 Maths.

**Debating and Public Speaking**

Sturt entered two teams in the Premier’s Debating Challenge, with one team making it to the regional finals. We had one student selected as a member of the Riverina Debating Team competing in Sydney at the Primary Schools State Debating Championships. Students competed in the Wagga Rotary Public Speaking Competition with 5 finalists and the overall winner. Our students competed in the Multicultural Public Speaking Competition and Sturt P.S. hosted the NAIDOC Debating and Public Speaking Competition for both primary and secondary schools where one of our teams received a highly commended.

![Debating and Public Speaking](image)

**Sport**

2014 has been a very successful year on the sporting fields for Sturt Public School. We have had many students represent our school either as members of a school team or in their chosen individual sports. 11 students represented the Riverina in 15 different sports, including Softball, Rugby League, Rugby Union and Water Polo. Sturt entered teams in the Mortimer Shield and the Trent Barrett Shield in both Rugby League and League Tag. We also took part in the Years 2/3 Wagga T-ball Gala Day. Our Stage 2 boys and girls entered in the Wagga PSSA Aussie Rules Gala Day. Our Stage 3 boys enjoyed taking part in the SIRU (Rugby Union) Gala Day.

We have had a very busy year entering NSW PSSA Knockouts in Netball, Girls and Boys Soccer, Girls Touch, Boys Aussie Rules and Girls and Boys Softball. We are very proud to say our Aussie
Rules Team made the Riverina Final. Most successful of these teams were our Girls and Boys Softball Team who made the semi-finals coming 3rd in the state.

During Term 3 all our students K-6 took part in the NSW Premier’s Sporting Challenge. This year as part of that program our Stage 3 students took part in the Learning to Lead Program. This up-skilled our Stage 3 students to run lunch time activities in the playground. The Learning to Lead Program will continue in 2015. Students in Years 2 and 3 completed a two week Intensive Swim School. Stage 3 students enjoyed being part of the Wagga PSSA Interschool Touch competition. We also had all our students K-6 take part in the Back Yard League program, Hot Shots Tennis program (Stage 1) and Cricket program (Stage 2) during Term 4.

A major part of sporting is the Gymnastics program which all students took part in over the year. Once again we held successful Swimming, Athletics and Cross Country Carnivals.

Arts

Sturt Public School offers a wide variety of experiences in Creative and Performing Arts. In 2014, these opportunities included Stage 1 Aerobics Group, Stage 2 and 3 Dance Groups, Stage 2 Recorder Group and Senior Choir.

The Aerobics, Recorder and Stage 3 Dance Groups all gained 1st Place at Wagga Eisteddfod with the Stage 3 Dance Group also chosen to perform at the Riverina Dance Festival.

All performance groups performed at the Wagga Wagga Marketplace as we celebrated Education Week.

We had students featured in the Riverina Choral Camp and Riverina Central Choir. Our Senior Choir was chosen for the first time to perform in the Combined Choir in the Schools Spectacular, held at the Sydney Entertainment Centre in Sydney.

The Schools Spectacular Group join the Signing Choir for the National Anthem.

All students K-6 performed in the school production “Between the Pages” based on the characters of HOW2Learn. There were four performances, showcasing dance, drama and instrumental skills with the entire student body combining together for the singing of the finale.
Academic achievement

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)

Year 3 results showed improvement in Literacy and Numeracy though the results still indicate below state average. Spelling is an area to be targeted in 2015.

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

Year 5 have continued to be above state average in all areas, however Numeracy will continue to be a target in 2015, with particular emphasis on Bands 7 and 8.

NAPLAN Year 5 - Numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Significant programs and initiatives – Policy and equity funding
National partnerships and significant Commonwealth initiatives

As a National Partnership Empowering Local School, Sturt Public School has had a very productive 2014 through:

- the employment of teachers two days per fortnight (LSSSP program) which enabled staff to meet in Stage groups and consistently track student progress in Reading.
- timetabling extra initiatives for our students including a Gifted and Talented program K-6.

Aboriginal education

NAIDOC Day and Reconciliation Day were both celebrated. Both days were enjoyed by children as they developed more understanding and empathy for Aboriginal history and culture.

This year students formed an Aboriginal Dance group that was led by our Aboriginal School Learning Support Officer. The dance was performed at the Proud and Deadly Awards and our own Presentation Day. The group has also learnt about the purposes of the dance and body art and are very proud of their heritage.

Multicultural education and anti-racism

Sturt P.S. continues to celebrate the inclusion of students from well over twenty nations (other than Australia) in our school. This continues to be a wonderful opportunity to share cultures and develop appreciation of our multicultural relationships. Flags of all nations within our school, are represented at all formal functions.

Our Anti-Racism processes are strictly adhered to at all times.

Aboriginal background

Since being involved in the Write it Right program 2012-13, Sturt P.S. has further broadened the language-reading based program. It originally focused on students in Years 5 and 6, and now meets the needs of students in Years 1 to 6. The school developed an intensive reading program which involves quick, daily drills. It involves all students including some students as Aboriginal Tutors and others as tutees.

Socio-economic background

This is the second year of Breakfast Club and it continues to be a huge benefit in ensuring students have a good start to their learning day. This year the club was overseen by our Learning Support Teacher and Aboriginal Education Coordinator and our School Chaplain. The program runs once a week and is supported by Mission Australia and Knights Meats and Deli, Wagga. The average number of participating students was 45 every Thursday morning.

We are also implementing leadership skills and personal hygiene skills. Senior students are asked to help on a rotational basis with setting up and serving.

English language proficiency

There has been a steady increase of students with English as their Second Language attending Sturt P.S. as a school of choice. This has been due to the provision of specialist support from our English as a Second Language (ESL) teacher three
days per week. It includes in class and individual support for students and their families. The teaching and learning programs are tailored to support the smooth transition into our school and ongoing learning success.

**Learning and Support**

The Learning Support Team efficiently tracked student progress K-6 with regular external and internal testing and reporting, providing specialist support where needed. The three School Learning Support Officers (SLSOs) and a number of teachers underwent training in programs such as Austim-on-Line. The Learning and Support for Student Success Program (LSSSP) ensured regular assessment and tracking in the area of Reading at stage levels. The Drop Everything and Learn (DEAL) program was introduced in Term 3 featuring daily intensive tutoring sessions in Reading, with student tutors and tutees for Years 1-6 as mentioned earlier in this report. Due to the outstanding success of these programs, both will be continued in 2015.

**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 include:

- External and internal assessments
- Collaborative evaluations involving the whole school community
- Ongoing monitoring.

**School planning 2012-2014:**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

89% of students in Year 3 achieve Band 3 or above in Literacy.

87% of students in Year 5 achieve Band 5 or above in Literacy.

**Evidence of achievement of outcomes in 2014:**

- Evidence of Quality Teaching Framework embedded in Teaching/Learning programs.
- National Assessment data and student work samples demonstrate that syllabus outcomes are met with Year 5 students maintaining 87% in Band 5 or above. Year 3 results improved on 2013, with 89% of students achieving Band 3 and above.
- ATSIEAP success as evidenced by improvement in attendance and engagement and connections.

**Strategies to achieve these outcomes in 2014:**

- Analysis of NAPLAN results and students’ work against syllabus outcomes and identify areas of need to address across the 3 stages.
- Continued standardised assessment procedures for K-6 to ensure effective and targeted tracking, support and extension.
Strengthening of the whole school literacy program by refining whole school planning, programming and assessment processes as the Australian Curriculum English Syllabus is implemented.

Continued attention to ensuring understanding of cultural significance in all KLAs and school protocol.

School priority 2

Numeracy

Outcomes from 2012–2014

86% of students in Year 3 achieve Band 3 or above in Numeracy.

78% of students in Year 5 achieve Band 5 or above in Numeracy.

Evidence of achievement of outcomes in 2014:

- NAPLAN and school based student outcome analysis indicate that Year 5 have not met their target of 85% in Band 5 and above however Year 3 did reach their target, with 86% in Band 3 and above.
- Evidence of Quality Teaching Framework embedded in Teaching/Learning programs, with resources effectively utilised with corporate programming K-6.
- Gifted numeracy students identified and following differentiated program.

Strategies to achieve these outcomes in 2014:

- Analysis of NAPLAN results and students’ work against syllabus outcomes.
- Cultural significance incorporated in all KLAs and some leadership and mentoring opportunities sourced.
- Further development of community partnerships and strengthening of transition and attendance processes.

School priority 3

Literacy and Numeracy

Outcomes from 2012–2014

All Aboriginal students meet Stage benchmarks.

Evidence of achievement of outcomes in 2014:

- Higher profile of cultural specificity including the flying of the Aboriginal flag. This and other strategies undertaken have resulted in attendance rates improved by 10%.
- Personalised Learning Plans (PLPs) for all Aboriginal students developed.
- National Assessment data and student work samples demonstrate that syllabus outcomes are met.

Strategies to achieve these outcomes in 2014:

- Analysis of NAPLAN results and students’ work against syllabus outcomes.
- Cultural significance incorporated in all KLAs and some leadership and mentoring opportunities sourced.
- Further development of community partnerships and strengthening of transition and attendance processes.

Parent/caregiver, student, and teacher satisfaction

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

Responses indicated that parents continue to be happy with the leadership and direction of the school. They see real improvement in school culture and a visible community feel. They value the opportunity for open discussion and enjoy the relationship they have with the staff. They particularly valued the opportunity to part of the decision making process for the 2015-2017 School Plan.

The students indicated that they were happy that there were lots of opportunities to participate in sporting, cultural and academic activities but they would like to have more of a voice through the SRC than they have had in 2014. The senior students indicated an understanding of the educational reasons behind rewriting the K-6 Excursion Scope and Continuum.
Teachers were positive about the school and were pleased to see a continued general improvement in school culture. They have indicated a genuine desire to be heavily involved in professional learning opportunities in order to deliver best practice.

Students commemorate important occasions such as ANZAC Day.

**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. Through extensive consultation, Sturt P.S. has developed the 2015-2017 School Plan with the following three Strategic Directions:

**Quality Student Learning**

To produce a powerful learning culture that explicitly teaches students to be literate, numerate, creative and productive users of technology.

Students, as active and informed citizens, will be engaged in opportunities to build capacity as ethical and innovative life-long learners. Students will learn to think deeply and logically, by understanding how they best learn through risk taking and problem solving.

**School as a Learning Environment**

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

**Strong Values and Culture**

To develop a diligent and sustainable school community, underpinned by a system of values and a culture of success, where students develop a social conscience and become global citizens, where the well-being and resilience of students and staff are highly valued. Students and staff have the opportunity to develop their leadership and will contribute to school decision making.

**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.

Kerry Barker Principal
Debbie Imrie Learning & Support/ Ab. Ed.
Susan Brasier Sports Co-ordinator
Linda Wood Assistant Principal
Rhonda Seaman Assistant Principal
Amanda Gooden Assistant Principal
Sara Durning ESL
Kristin Whiticker P&C President

**School contact information**

Sturt Public School
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Fax: 02 69261243
Email: sturt-p.school@det.nsw.edu.au
Web: http://www.sturt-p.school.nsw.edu.au
School Code: 4457

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: