

Sutherland North Public School

Annual Report



2016



3822

Introduction

The Annual Report for **2016** is provided to the community of **Sutherland North 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.

Fiona Young

Principal

School contact details

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Message from the Principal

I was delighted to be appointed as Principal to Sutherland North Public School at the beginning of 2016. As I reflect on the past year I am pleased to share with you my thoughts. The school has a highly dedicated staff who encourage children to achieve their personal best, are focused on the well-being of the whole child and continue to deliver a wide range of quality educational programs.

There is a strong ethos of continual improvement which contributes to the rich learning opportunities that maximise student learning potential in a safe, respectful and inclusive environment.

The school enjoys and values the working partnership with the parent community and is fortunate to have a very proactive and supportive P&C Association. They work tirelessly to provide additional resources and social opportunities through fundraising events. The school enjoys the support from parents and community volunteers who provide additional assistance with intensive reading, sporting programs and in classrooms.

The school is well supported by an equally committed team of administrative and support staff who are committed to nurturing the wellbeing of every student.

I am proud of the individual achievements of our students and staff, and of the ongoing success of strategies being implemented by the school to create and further develop high quality learning experiences for our students.

Fiona Young

Principal

Message from the school community

To all the parents, grandparents, staff and volunteers who contribute to our school and help make our P&C successful, thank you for your time and efforts throughout 2016. Without our wonderful volunteers the P&C, school uniform shop, fundraising activities, classroom and reading support, and P&C meetings (just to name a few!!) could not happen. We again ran the annual fundraising events such as mother's and father's day stalls, Easter and Christmas raffles, the Disco and election BBQ, along with the addition of a very successful movie night which received great support from our parents and community. This places the P&C association in a great position to look at expenditure on larger projects in the coming years. Throughout 2016, the P&C has spent money on the implementation of tablets to be used in the class room and consolidated savings to be used in 2017. P&C meetings are held on a Wednesday evening at 7.30pm in week 3 and 8 of each term. New faces and ideas are always welcome!!

Lorelei Brealey

P&C President

Message from the students

2016 has been a fabulous year! There have been many fun activities that the students have enjoyed participating in and we are excited to inform you about a few of these.

In Term 1 there was the annual swimming carnival, Cronulla Sharks after school coaching clinic and a boat safety presentation for Stage 3 students. Our school recognised National Day Against Bullying with in-class activities, we had the Easter Hat Parade and we ended the term with our school's ANZAC Day service.

Term 2 started off with our Cross Country Carnival and weekly athletics activities. Stage 3 went to Canberra for camp where a lot of fun was had and it was a great educational visit too. Stage 3 students also attended TJHS Performing Arts Concert Matinee and Kindergarten had their open morning. The annual athletics carnival was held at Sylvania Athletics Track and our talented musicians performed at Bandfest.

In Term 3 our family and relatives visited the school for Open Day, the Senior and Junior Choir and Dance Group performed at the SSSMF and Stage 3 participated in some basic CPR training. Year 5 students were part of the Dancesport Gala Evening held at Homebush.

In Term 4 there was the School Spectacular where our talented dancers performed and set a new world record! We also had lots of Christmas activities and our school annual presentation day.

We were fortunate enough to be part of such a wonderful school throughout our primary school years!

Olivia Hall and Desharn Dzeperoski

2016 School Captains

School background

School vision statement

Sutherland North Public School is committed to building a culture of responsible, respectful and successful learners who strive for educational excellence. Our school provides an inclusive environment which fosters resilience and independence through effective communication and quality teaching programs.

School context

Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Our school operates under the motto, 'Grounds to Grow', being set in park-like grounds with large grass playing fields and shaded areas with seats, trees and gardens. Sutherland North Public School offers its students a broad range of educational and social opportunities in a safe and friendly environment where the dedicated staff is responsive to individual needs.

Our community works in conjunction with a supportive P&C who contribute significant funding to many teaching and learning programs that operate within the school. We work together to promote a sense of belonging and shared direction.

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.

Learning

Learning elements— In this aspect of the School Excellence Framework we are at the delivery stage. Contributing to this self assessment includes:

- The school has a very positive school culture as evidenced by the positive feedback from the Tell Them From Me Surveys.
- Student attendance rates continue to be consistently high.
- The school has identified aspects of, and factors contributing to wellbeing in the delivery of teaching and learning.
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
- Positive Behaviour for Learning (PBL) was launched at the beginning of 2016. The implementation of this program has focused on the explicit teaching of school expectations and the encouragement of appropriate behaviour in all areas of the school to build positive and respectful relationships. This has been evidenced by a 20% decrease in playground issues during 2016.
- The Learning and Support Team are a cohesive team who have refined practices throughout the year. This team, which includes the school counsellor, met weekly to assess and plan for the varying needs of identified students. In consultation with parents and class teachers, personalised learning plans were developed and the assistance of support services was sought where necessary. Students who received support through the L&ST have all shown documented evidence of improvement in targeted areas of need.

Teaching

Teaching elements: In this area we are at the sustaining and growing marker of the School Excellence Framework. Sutherland North Public School has focused on Learning and Development, and Professional Standards. Factors contributing to this includes:

- Staff participated in weekly professional learning sessions as well as Staff Development Days and courses chosen specifically to support the Strategic Directions outlined in the School Plan.
- One New Scheme Teacher was successful in gaining teacher accreditation at Proficient level and three New Scheme teachers continued to maintain their Proficient Teacher accreditations.
- All staff have confidently engaged with the Professional Development Framework, setting and achieving personal and school goals.

- Staff have engaged in the process of classroom observations and feedback by their peers to inform and strengthen teaching practices.

Leading

Leading elements: In this aspect of the School Excellence Framework we are at the delivering stage. With new Principalship occurring in 2016 the executive team worked hard to strengthen the following areas:

- Leading the initiatives outlined in this report and building the capabilities of staff to create a dynamic school learning culture.
- The executive has continued to focus on School Planning, Implementation and Reporting in line with the School Plan.
- Many teachers have taken on leadership roles within the school managing school events, focus areas and curriculum implementation and strategies.
- Two staff who are aspiring leaders, have had the opportunity to relieve in the role of Assistant Principal.
- The school leadership team communicates clearly about school priorities and practices.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning – Enhance student outcomes through meaningful programs to develop resourceful learners with essential skills for the 21st century.

Purpose

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop as lifelong learners. We provide meaningful learning opportunities to support and equip all students with qualities/skills that enable them to become responsible and respectful members of the community.

Overall summary of progress

Quality teaching and learning programs have been planned and implemented around the whole school scope and sequence to incorporate NSW syllabus outcomes for the National Curriculum. Sutherland North Public School continues to display strong commitment to achieving the best learning outcomes possible for all students particularly in Literacy and Numeracy with 80% of students achieving sound or above in end of year school reports. For students who fall below this level, modifications or Individual Learning Plans have been put in place. Teachers continue to utilise PLAN, using the data to inform the formation of differentiated literacy & numeracy groups.

A whole school scope and sequence was drafted to enable all teachers to better plan teaching and learning activities within the curriculum. Teacher programs reflect innovative teaching strategies for the NSW Syllabus in Australian Curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students in Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5 in NAPLAN	This year a comparison of NAPLAN data with 2015 shows a small decrease in the percentage of Year 3 students achieving bands 5 & 6 in all areas. Students in Year 5 showed an increase in the percentage of students achieving bands 7 & 8 in the areas of reading, spelling and numeracy.	\$4,500 \$8,000
NAPLAN growth at or above state level	NAPLAN analysis shows that student growth from Years 3 to 5 was above state level in reading (91.4%). Growth was below state average in spelling, grammar & punctuation and numeracy. No data was available for analysis in writing as there was a change in the type of text from 2015 to 2016.	As above
Achievement and growth in Literacy and Numeracy K–6 will be measured and monitored by PLAN registration moving expected number of clusters	Of the students who have data entered into PLAN, they showed growth in all areas.	\$5,500
Standardised Testing (Pre & Post) – Waddington Reading, SA Spelling, PM Benchmarking, Probe	Standardised testing for reading was a focus for improvement in 2016. Staff participated in TPL for using reading benchmarks and PROBE assessments for comprehension and vocabulary.	As above

Next Steps

- Curriculum project will look towards assessment across the school.
- PLAN will continue to be utilised by all classroom teachers as a tool for recording student growth. Further time will be spent on developing consistency in teacher judgement for recording student data.
- Teacher Professional Learning will take place on the Literacy & Numeracy continuum K–6.
- New assessment tools will be investigated & trialed during 2017.

Strategic Direction 2

Staff and Leader Learning – Further develop quality teaching practices through professional learning, collaboration, reflection and evaluation.

Purpose

By further developing our quality teaching practices we facilitate the learning of our students. We do this through the sharing and collaboration of programs and teacher expertise and training and professional learning. These practices promote inclusive and positive relationships within the school and learning environment. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students' needs. Feedback and reflection are used. Student success is a direct result of these processes.

Overall summary of progress

The staff of Sutherland North Public School continue to participate in professional learning targeted to school priorities. There is a particular focus on improved teaching methods in literacy and numeracy, including differentiation of learning groups identified through the analysis of PLAN data.

Staff participated in a variety of professional learning opportunities to increase their understanding of the new History and Geography syllabuses. Staff have collaboratively developed a K–6 scope and sequence to ensure consistency of curriculum delivery across the school.

A positive behaviour learning (PBL) leadership committee was formed to enhance student wellbeing across a number of settings. Leaders attended numerous training and professional learning sessions to drive the school-wide core values of safe, responsible and respectful learners.

All staff provided and received constructive feedback on teaching from peers and school leaders during the Performance Development Framework planned observations. All classroom teachers and executive staff set personal goals on their Personal Development Plans and have completed evaluations which show progress towards achieving these goals.

Staff regularly evaluated teaching and learning programs and have applied whole-school assessments in comprehension, reading, vocabulary, place value and early arithmetic strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students achieving sound or above in all Learning Areas.	Stage 1 – 84% of students achieving at or above grade expectations for English and 72% for Mathematics. Stage 2– 83% of students achieving at or above grade expectations for English and 80% for Mathematics. Stage 3– 77% of students achieving at or above grade expectations for English and 78% in Mathematics.	\$8,000
100% of staff using PLAN data to demonstrate student growth at the expected number of cluster levels.	100% of classroom teachers have been able to enter literacy and numeracy data onto PLAN. K–6 classes have tracked and monitored student progress. Teachers are using standardised testing, linked to the literacy and numeracy continuums to improve teacher confidence in plotting results . PLAN data has been used to inform future planning and differentiated learning groups. Targeted students not showing expected growth have been identified.	\$9,000
Tell Them from Me teacher survey data shows engagement	Most staff agreed that developments in teaching had been made from working collaboratively with a	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
and improvement in teaching.	colleague to discuss learning goals, strategies that increase student engagement and assessment strategies.	
100% of staff meeting professional goals through professional learning and feedback with formal written observation of teaching practices.	Staff developed a student engagement checklist for lesson observations with a mentor/colleague. By the end of 2016, all staff had participated in formal observations of teaching practices and written feedback had been completed.	

Next Steps

- Staff training and collaboration in the development of a school wide PBL scope and sequence.
- Resources in these areas will need to be purchased to support staff and students.
- Professional development in the area of writing.
- Staff will review their Professional Development Plans and set new goals.
- Continuation of PLAN data entry to monitor and track student growth.
- Further professional development in Formative Assessment.
- Leadership training for executive staff in coaching, mentoring, school excellence policy and in the accreditation process.



Strategic Direction 3

School Learning – Foster community partnerships that promote trust, student welfare and academic success through effective and efficient management systems.

Purpose

By fostering positive partnerships we can align student, staff and community goals that provide students with a variety of experiences and opportunities. By developing organisational structures and management systems it enables our school to provide and reflect on current practices, student development, student well-being and quality teaching programs.

Overall summary of progress

Sutherland North Public School has continued to be committed to providing students with opportunities that promote wellbeing and educational experiences through strong partnerships with staff, students and community members.

Throughout 2016 our school's Positive Behaviour for Learning (PBL) was launched. Selected staff attended training and implemented practices to support positive and respectful relationships with an emphasis on restorative practices. Staff were trained on how to implement PBL across all educational settings.

Sentral was used more productively and frequently for recording, tracking and monitoring student progress, attendance and behaviour. There was a significant decrease in negative behaviour from 2015.

Students, staff and parents were invited to participate in Tell Them From Me (TTFM) surveys. Student surveys were conducted in April and October, and teacher and parent surveys were conducted in October. Data was compared to 2015 results showing areas of improvement and areas of focus for 2017. More information is available in the TTFM section of the Annual Report.

Sutherland North Public School has continued to maintain successful transitioning programs to school and from school, Gifted and Talented programs and strong community links with other primary schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them from Me survey – parent	<ul style="list-style-type: none">* Student surveys in April and October. Data collected was compared to results of 2015.* 95% completion of teacher survey.* 47 respondents of parent survey. An increase from 19 in 2015.* Collation of data. Information distributed to staff and community early 2016.	N/A
Sentral data shows reduced playground and classroom incidents	<ul style="list-style-type: none">* 'Wellbeing books' replaced 'Behaviour Books'. Data placed into Sentral from playground and classroom incidents. There were 20% less incidents from 2015.* Individual Education Plans were linked with Sentral for consistency and tracking.* Tracking of students in Sentral allows for staff to track and monitor individual students more efficiently and accurately.	\$6,625
Restorative Practices embedded in staff/student interviews with all stakeholders using common language	<ul style="list-style-type: none">* PBL was introduced to students and community members to support Restorative Practices.* Staff continued to use the language of Restorative Practices with students and encourage respectful	\$3,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Restorative Practices embedded in staff/student interviews with all stakeholders using common language	relationships. * Community updated through P&C and school newsletters about the implementation of PBL and the continuation of Restorative Practices across the school.	
Increased parent engagement as measured through involvement at P&C, workshops and assisting class programs	* Meet the teacher and barbeque held early in the year to encourage strong connections between staff and parents. * Parents and community members continued to support teachers in classrooms and other educational programs across the school. * P&C meetings continue to have good attendance by parents who are actively involved in the school community.	

Next Steps

- Continue to strengthen collaborative partnerships with students, staff, parents and networks within the school community to support a collective responsibility for student learning and high levels of engagement.
- PBL lessons taught and professional signage purchased and installed across the school to support the PBL program.
- White Ribbon program implemented through community involvement to educate students and emphasise the importance of respectful relationships.
- Increase in the number of parents completing the TTFM survey.
- Kinder and Year 6 buddy program implemented to further support and strengthen student relationships.
- Refine processes and procedures for the collection of evidence against elements of the School Excellence Framework to support a valid annual self- assessment process.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All 7 students were supported in their learning through Personalised Learning Plans. These were developed in collaboration with parents and staff.</p> <p>One student received a Deadly Award.</p> <p>A whole school incursion was delivered through Koomurri to build knowledge and understanding of Aboriginal Australia.</p>	\$3445
English language proficiency	<p>EAL/D students were identified and database updated.</p> <p>NAP students were supported by a teacher employed 1 day a week. This included in class and withdrawal support.</p>	\$9142
Low level adjustment for disability	<p>The Learning and Support Team met regularly to monitor targeted students. The L&ST analysed data from NAPLAN, PLAN and other measures to prioritise student support. Support officers were employed to assist students. NCCD survey was completed. Individual plans were organised and regular meetings were held with parent and caregivers throughout the year.</p>	\$75682
Quality Teaching, Successful Students (QTSS)	<p>QTTS was used to support teachers career development. Teachers were released from class to observe peers, work collaboratively with executive on curriculum planning and delivery to improve teaching and learning programs and improved educational experiences and outcomes for students.</p>	\$9182
Socio-economic background	<p>School Learning Support Officers were employed to run Literacy and Numeracy support programs. PLAN Data was used to target students requiring additional support. In Term 2, Numeracy programs targeted Year 2 students. In Term 3, Literacy programs targeted Early Stage 1 students. The final entry of PLAN data in Term 4 showed growth for all students in their focused areas of support.</p>	\$13605
Support for beginning teachers	<p>Two beginning teachers were supported and received two hours per week of RFF, one hour of this with a mentor. Teachers worked through curriculum and its delivery along with developing and meeting targets set in their PDPs.</p>	\$7089

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	117	124	134	134
Girls	107	119	123	120

Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.2	93.9	95.2	96.7
1	96.5	97.1	95.1	96.1
2	94.2	96.2	96	96.3
3	95.2	95.7	95.5	97.1
4	94	96.1	95.4	95.9
5	95.7	93.7	96	95.2
6	94.1	96.2	94	95.6
All Years	95.6	95.6	95.3	96.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance remains high at Sutherland North Public School. Unexplained absences are regularly followed up, with any concerns referred to the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

Sutherland North Public School has one teacher of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

All staff participated in weekly professional learning sessions and undertook training to maintain currency of content, knowledge and teaching practice in line with the school plan. Staff undertook mandatory training to meet the Department of Education requirements. Beginning teachers received additional release time, mentoring, and professional learning to build on their knowledge and expertise to support teacher quality and development. One beginning teacher was successful in achieving their accreditation at Proficient level. Three teachers are maintaining their accreditation at Proficient Level. LMBR was successfully introduced with school finance now managed centrally. Confidence in SAP finance is still developing. Other professional learning included;

- Bench-marking workshops
- Geography Conference on the new syllabus with HOTSCOS community.
- The Teacher Librarian trained and implemented the successful roll out and use of the Oliver System.
- Staff Well-being Framework
- The Physical Continuum
- Film pond

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	93 717.97
Global funds	208 938.89
Tied funds	94 653.84
School & community sources	114 618.05
Interest	2 338.50
Trust receipts	2 753.70
Canteen	0.00
Total income	517 020.95
Expenditure	
Teaching & learning	
Key learning areas	7 602.16
Excursions	16 011.32
Extracurricular dissections	53 378.02
Library	1 737.99
Training & development	4 048.63
Tied funds	71 374.33
Short term relief	50 940.15
Administration & office	43 872.51
School-operated canteen	0.00
Utilities	25 348.28
Maintenance	15 725.76
Trust accounts	5 495.70
Capital programs	0.00
Total expenditure	295 534.85
Balance carried forward	221 486.10

	2016 Actual (\$)
Opening Balance	0.00
Revenue	246 387.59
(2a) Appropriation	221 486.10
(2b) Sale of Goods and Services	750.00
(2c) Grants and Contributions	23 970.13
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	181.36
Expenses	-87 789.62
Recurrent Expenses	-87 789.62
(3a) Employee Related	-64 561.55
(3b) Operating Expenses	-23 228.07
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	158 597.97
Balance Carried Forward	158 597.97

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. The school is holding funds for a large scale assets project, purchase and installation of air-conditioning in all classrooms. Funds are also being held to upgrade technology resources across the school.

	2016 Actual (\$)
Base Total	1 847 210.19
Base Per Capita	13 905.64
Base Location	0.00
Other Base	1 833 304.55
Equity Total	101 872.32
Equity Aboriginal	3 444.53
Equity Socio economic	13 604.76
Equity Language	9 141.50
Equity Disability	75 681.53
Targeted Total	0.00
Other Total	11 639.88
Grand Total	1 960 722.39

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.

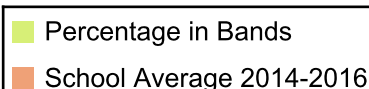
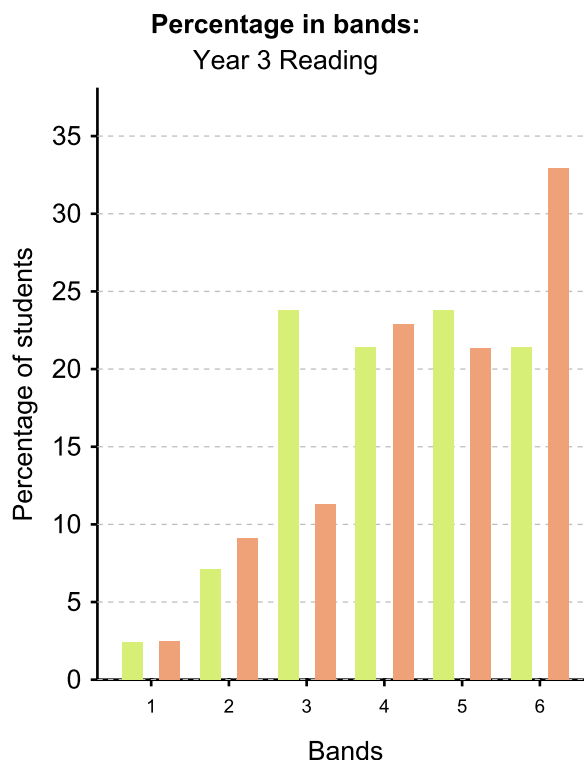
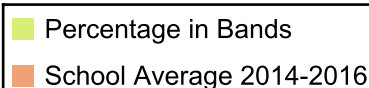
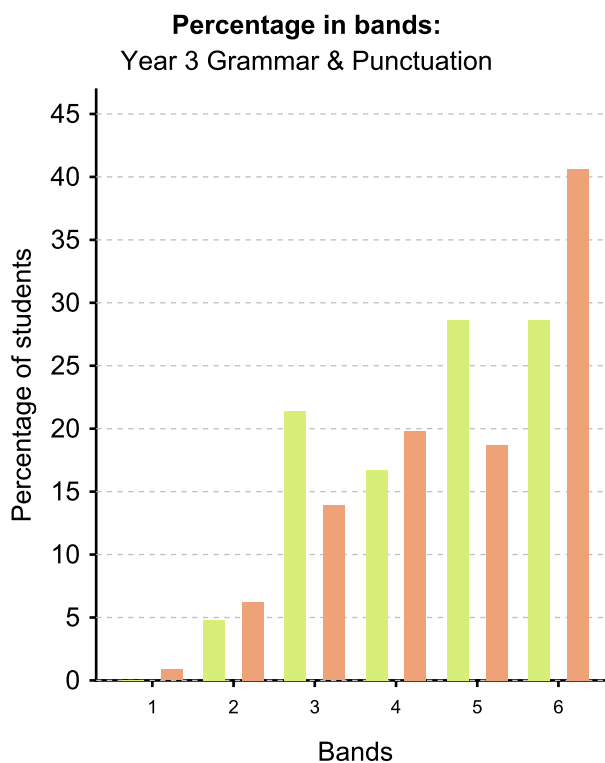
School performance

NAPLAN

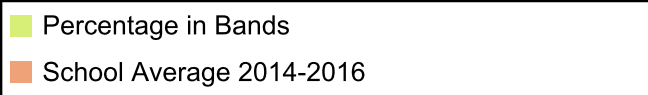
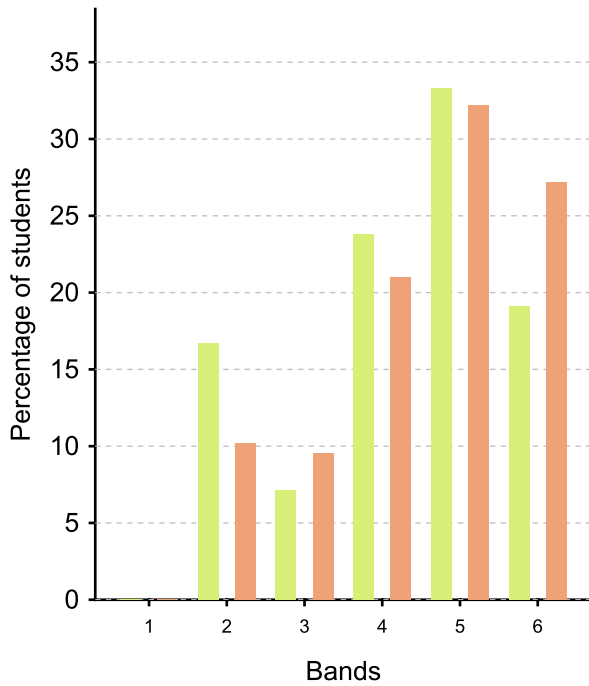
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the '*Find a school*' field and select '*GO*' to access the school data.

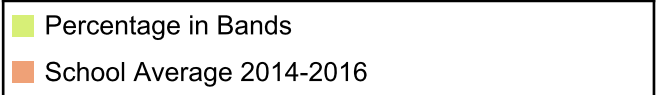
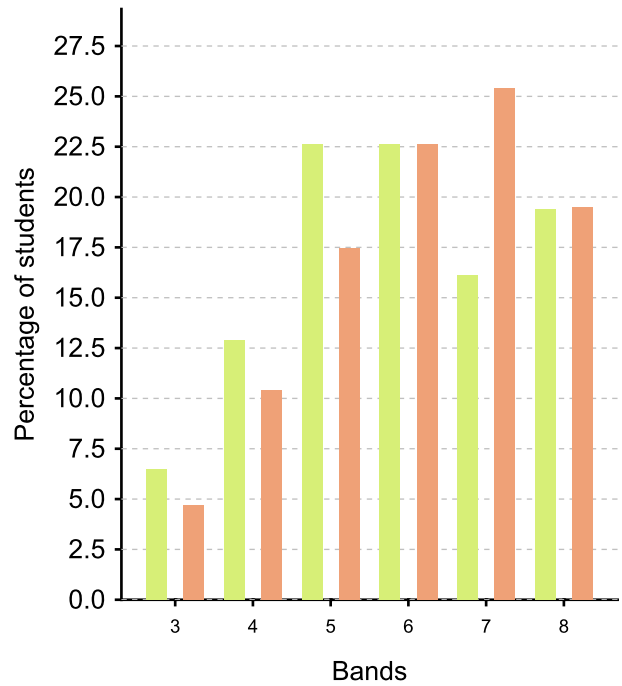
Year 3 and Year 5 continue to show sound achievement in Grammar and Punctuation. 30% of students in Year 5 achieved Band 8 in Reading compared to 15.4% of the State. The majority of Year 3 students achieved Band 5 in Reading.



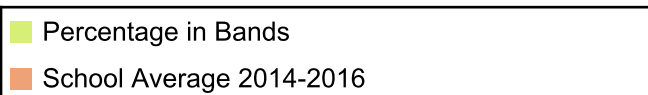
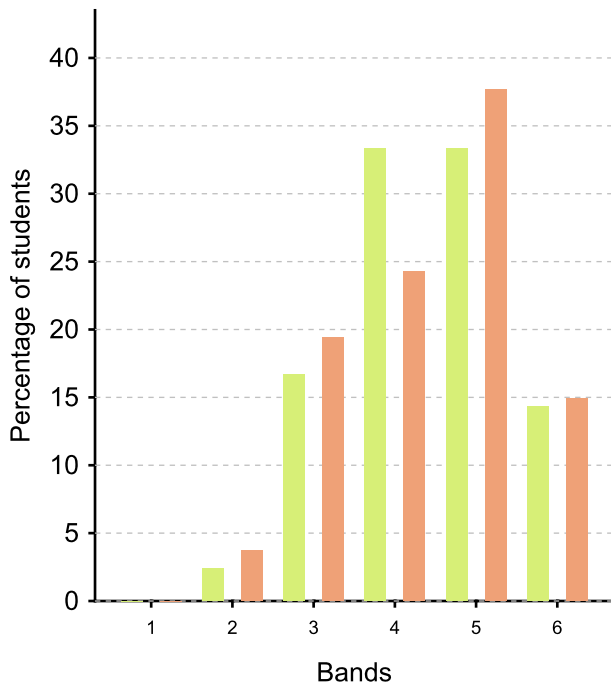
Percentage in bands:
Year 3 Spelling



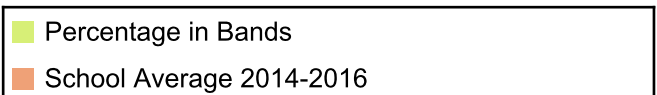
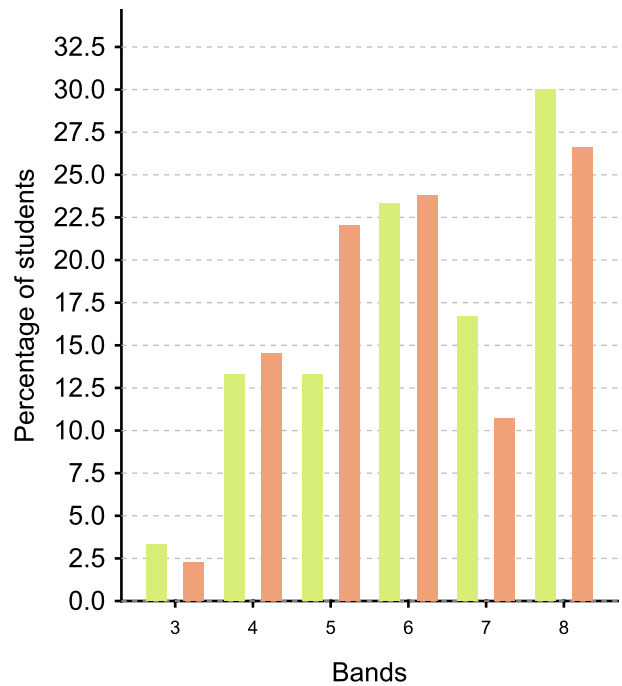
Percentage in bands:
Year 5 Grammar & Punctuation



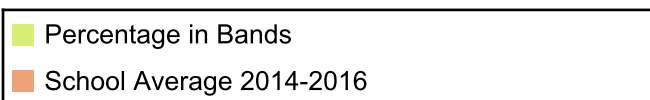
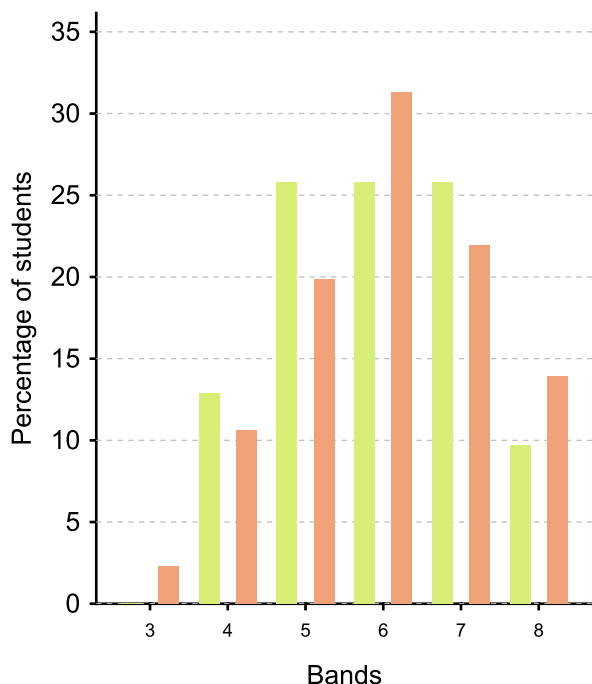
Percentage in bands:
Year 3 Writing



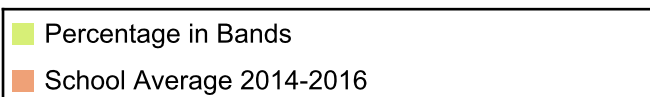
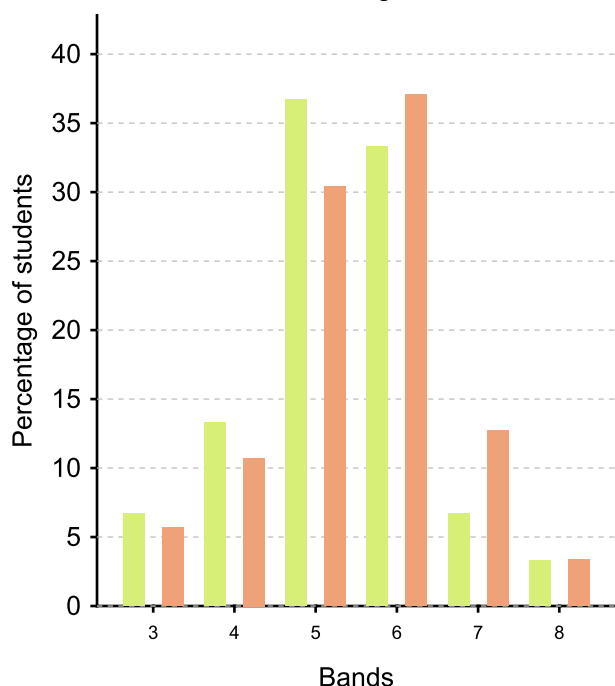
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Year 5 Numeracy results exceeded state results with most students achieving Band 6 or 7. Year 3 also showed promising results with 19% of students obtaining a Band 6.

To further develop the capacity of students in Literacy, an Instructional Leader will be employed during 2017 to target support in classes from Kindergarten to Year 6.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Results from the Tell Them From Me (TTFM) survey are presented below. 47 parents, 16 teachers and 100 students from Years 4, 5 and 6 chose to participate in the TTFM surveys.

* 84% of students participate in extracurricular activities. This has increased from 78.5% in 2015.

* 88% of students feel that they have friends at school they can trust and who encourage them to make positive choices.

* There has been a 11% increase in the motivation of students from October 2015 to October 2016. This is above the NSW Government norm for primary aged students.

* Students rated effective classroom learning time 8.4 out of 10. The NSW Government norm is 8.2. 84% of teachers stated that students are engaged in class activities.

* 79% of students find classroom instruction relevant to their everyday lives.

* 26% of students stated that they were victims of moderate to severe bullying in the previous month. NSW Government norm is 36% and the results of students at SNPS in 2015 were 46%.

* 81% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. This has increased from 63% in 2015.

* Positive teacher-student relationships were rated 8.7 out of 10. NSW Government norm is 8.4.

* Students rated teachers' expectations for academic success as 8.5 out of 10.

* 83% of parents feel that the administrative staff are helpful when they have a question or problem.

* Students generally display a positive approach towards homework activities and 63% of parents support learning at home.

* 71% of students felt a strong sense of belonging at SNPS.

* Two thirds of students feel that there are clear rules and expectations for behaviour. 88% of parents and 95% of teachers agree with this statement.

* 83% of parents feel welcome at SNPS and can easily

Speak with their child's teacher. 88% of teachers work with parents to help solve problems interfering with their child's progress.

* 31% of parents would like to be more informed about their child's education and progress.



Policy requirements

Aboriginal education

Sutherland North Public School is committed to valuing and acknowledging Aboriginal students and ensuring that all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia. Our teachers demonstrate their knowledge of the Department's Aboriginal Education Policy, and the Aboriginal and Torres Strait Islander Education Action Plan by applying them in a whole school context and within their teaching and learning programs.

At school assemblies the students and teachers recognise our Aboriginal heritage with an 'Acknowledgement of Country' to show respect for the original indigenous owners of the land.

Personalised Learning Plans have been developed and evaluated for our Aboriginal students each semester by teachers in collaboration with their families, to help the students achieve their goals and build confidence.

All students participate in programs that build knowledge and understanding of Aboriginal Australia, including aspects of history, traditional practices, current cultures and events. Students took part in an Aboriginal cultural day conducted by the Koomurri dancers in recognition of Reconciliation week and NAIDOC week. Students actively participated in Aboriginal song, dances, storytelling and art, which provided them with the opportunity to increase their knowledge and cultural awareness.

This year, a student received an Ultimo Network Deadly Kids Award in recognition of her progress at school.

The students and community of Sutherland North Public School participated in the Indigenous Literacy Foundation's Great Book Swap to support improved literacy in remote Indigenous communities.

Aboriginal students from Year 3 – 6 attended the Gamarada Cultural Day at The Jannali High School.

The day provided Aboriginal students with the opportunity to celebrate Aboriginal culture. The day involved historical information, bush tucker, Aboriginal arts and crafts and was an enjoyable way to promote knowledge and pride in Indigenous culture.



Multicultural and anti-racism education

At Sutherland North Public School we continue to embrace diversity within a multicultural community with students coming from an increasing variety of different cultural backgrounds.

Our school continues to recognise its responsibility to promote tolerance, the appreciation of difference and the sharing of cultural values in order to prepare students to proactively promote multicultural Australia. All teachers continued to address multicultural perspectives in their teaching programs, particularly in integrated units of work incorporating the NSW syllabuses for the Australian Curriculum in History and Geography. Through class studies and student interaction, all students learn about the customs, cultures and lifestyles of the varied cultural backgrounds of their peers.

Tolerance, inter-cultural understanding and positive human relationships are further enhanced through the SNPS core values program.

Another important aspect of multicultural education is our Harmony Day celebration. This event takes place in March of each year. On Harmony Day we celebrate Australia's cultural diversity. Students participated in activities that focus on inclusiveness, respect and creating a sense of belonging for everyone across diverse cultural, religious and language backgrounds.

Other school programs

Library

The students at Sutherland North Public School are encouraged every week to establish set routines that will help them read regularly. Our school provides all genres of texts to cater for all needs and interests.

Each week the students attend the Library for lessons and borrowing. Students learn and develop information and research skills. The Library is also open during lunch break when the Teacher Librarian is on duty.

During 2016, our school Library saw the introduction of a new operating system – Oliver. This incorporated many changes and some of our students are now enjoying connecting to our library resources from home in preparation for their lessons at school.

The Premier's Reading Challenge also continued during 2016. It was strongly supported with a total of 110 students from Kindergarten to Year 6 successfully completing the challenge. These students received a school Merit Certificate.

We celebrated the 2016 Book Week with a Sutherland Shire Council Librarians visit. Our K–2 students participated in interactive presentations based on the Children's Book Council of Australia Shortlist books and awards for 2016.

In September, our students participated in the Great Book Swap. It was well attended and everyone enjoyed themselves. Students swapped books with each other and brought in a donation to raise money for the Indigenous Literacy Foundation.

Be Excited About Reading (BEAR)

This year the program called Be Excited About Reading (BEAR) continued with great success. The BEAR program involves trained volunteers within the school community working on a one to one basis with targeted Year 1 students in three half hour sessions per week. This program is designed to increase the students' sight words, reading levels, accuracy rate and fluency. The BEAR program was extremely beneficial with substantial improvements in both confidence and reading. This valuable program will be continued in 2017.

International Competitions and Assessments (ICAS)

Forty six children participated in the 2016 International Competitions and Assessment for Schools (ICAS) Mathematics competition this year. Three students achieved a distinction and nine were awarded a credit. Of the forty four children who participated in the ICAS English competition, two achieved a distinction and twelve were awarded a credit. Forty three students participated in the (ICAS) Science competition with one student achieving a high distinction, three attained a distinction and eleven were awarded a credit.

Public Speaking

Public speaking is an integral part of our English program with every student involved in speaking and listening activities on a daily basis. This focus requires every student from Kindergarten to Year 6 to deliver prepared and impromptu speeches regularly within their class. After holding our class, stage and school competitions, Neve J., Keira D. and Amelia J. progressed to the Woronora River Public Speaking

Finals, where Keira was awarded first place in the Stage 2 section and Amelia was awarded second place in the Stage 3 section. Keira and Amelia both went on to perform admirably at the Network Finals. These achievements reflect the excellent and effective public speaking programs conducted within the school as the students become more confident public speakers.

Dance

Both the Junior and Senior Dance groups had a very enjoyable and successful year. They performed at the Sutherland Shire Music Festival and various school assemblies. Sixteen talented students from the senior group were selected to perform in the Schools Spectacular. The girls went through an audition process to gain their position. They joined with other public schools to perform in the segment *Talk to the Animals*. It was a very exciting ending to their year.

Information and Communication Technology

This year, Sutherland North Public School has undergone a huge transition with LMBR. This has created the need for greater technological facilities to accommodate the administration services that support school and community needs. Computers in schools were often only 2GB of RAM in years gone by, or 4GB at most. The LMBR IT Healthcheck ensured that teacher and administration computers were capable of handling the load and were upgraded to 8GB. In addition, computers for administration purposes have been fitted with dual monitors to allow staff to continue self-managed professional learning modules as LMBR undergoes regular updates.

In classrooms, our technician has worked diligently to prepare technology for the years ahead. Department consultants reviewed our school network structure and revised the mapping of our network to create a more seamless flow, especially with regard to managing wireless connectivity. A new switch was installed at the server, and classroom switches are gradually being upgraded to a gigabit switch, enabling them to handle network loads faster and ensuring computers connected via ethernet operate at their maximum capacity.

Our ET4L (Educational Technology for Learning) rollout acquired additional 8GB computers for LMBR readiness and additional notebooks computers. Notebook computers have been particularly successful for students in years 3–6, allowing innovative classroom teaching models that are student-driven and relevant. Teacher feedback regarding successful access to computers and hardware has seen us revise the allocation of desktop computers, placing an emphasis on K–2 classrooms where students can learn computer skills with a regular mouse and keyboard. Teachers will be focusing on increasing student computer literacy with a long-term objective of BYOD (Bring Your Own Device).

Various applications on our 30 iPads have been utilised to deliver diverse learning opportunities that foster a sense of connectedness, collaboration, creativity and communication across digital media. Students use a

range of visual applications to plan learning (e.g. Poplet) and to create visual and video products (such as ComicLife and iMovie) to showcase their understanding of topics across all learning areas. These tools for learning are essential in developing today's learners and tomorrow's citizens.

As we prepare for technology in 2017 and the years ahead, students are continually taught digital media rules, rights and regulations. In particular, the safe use of technology and appropriate interaction is a focus for schools. Lessons are taught through Cyber Safety units of work and reinforced in our general use of technology systems across the school. As NSW prepares to rollout a Digital Technologies curriculum as prescribed by the Australian Curriculum, Assessment and Reporting Authority (ACARA), there is much work ahead for teachers, students and families.

Ukulele

In 2016, interest in student ukulele grew rapidly. Initially, the school was unable to accommodate additional students; however, with the acquisition of a third tutor, we were able to run three classes for all 50 interested students.

The beginner class run by Mr. Morgan worked on simple strumming techniques and basic chord transitions. Most of the students in this group were first-time ukulele players from Years 3 and 4. Students in this group enjoyed singing a range of songs to common chord progressions, such as the 12 bar blues.

In the intermediate class, Mr. Horton worked with a range of students in Years 4 to 6, some with experience in ukulele who had returned, and others who were beginners with extra potential. This group revised simple chords, built and developed their ability to play with more complicated chords and played a range of contemporary and traditional songs.

The advanced group, coordinated by Mr. Brown, was a collection of returning students who present a broad spectrum of ukulele skills. Students in this class worked on adding elements of voice, combinations of finger-picking supported by strum patterns both soft and loud, as well as developing their own songs using simple chords. The students in this group also took charge of tuning instruments and many have developed the capacity to tune by ear!

Our ukulele group at Sutherland North Public School comes together regularly for group performances. Hearing 50 ukuleles playing at the same time is not a common occurrence and the students revelled in the opportunity to showcase their progress. All of their hard work and effort culminated in an end of year performance at assembly.

Band

In 2016, the Sutherland North School Band had 33 members from Years 3–6. The band was divided into a training band for beginners, and performance band for more advanced players. Both groups participated in instrument tutorials and whole band practices each

Monday afternoon.

Both bands also participated in *Bandfest* and school performances throughout the year. In addition to this, the performance band were invited to play at the opening of Coles, Sutherland. Our training band participated in the Sydney Region Training Band Blow In, which was held at our school during Term 4.

Senior Choir

This year's Senior Choir consisted of 23 students from Years 3–6. The Senior Choir's first performance was at the school ANZAC Day ceremony where they sang 'Song of Australia'. Following this, the Senior Choir were invited to sing at the opening of Coles, Sutherland. The students sang two songs for the occasion and thoroughly enjoyed the experience.

The Senior Choir rehearsed every Monday afternoon in preparation for the Sutherland Shire Schools Music Festival. They also attended half day rehearsals at Grays Point Public School, and a full day rehearsal at Sutherland Entertainment Centre. In August, they presented their repertoire to parents and other ticketholders at Sutherland Entertainment Centre as a combined choir with other schools from the Sutherland Shire.

SRC

During 2016, the Student Representative Council (SRC) assisted in the organisation of many exciting activities for the students. Each class elected two members of their class to represent them for each semester. Class meetings were held throughout the year where all children were given the opportunity to raise issues. The SRC Representatives then discussed these issues in SRC meetings, held at lunchtimes. SRC members were allocated significant roles at special assemblies and greeted parents for our Education Open Day. The SRC assisted in the organisation and running of our annual school disco, which helped to raise money for our school. The SRC put up and decorated our Christmas Giving Tree and made posters to encourage children to donate. All donations were distributed to families in need at Christmas.

School Sport

School sport has continued to provide skill development and sporting opportunities for all students. Primary students who did not participate in PSSA were involved in a number of skill-based activities. During Term Two, students were mentored by instructors from Loftus TAFE. In these sessions, students were introduced to the basic skills required for a variety of sports. In Term Four, students were offered the opportunity to participate in the gymnastics program run by Fit Futures. Students participated in half hour sessions, each Wednesday with their class. The children were involved in activities which helped improve their abilities in balance, jump, trampoline, bars and core strength.

Gymnastics

This year, in accordance with the K–6 PDHPE Syllabus, all students from K–6 participated in Gymnastics lessons. These lessons were run by qualified gymnastics teachers and subsidised by the Sporting Schools program. Throughout the lessons, students were involved in activities to assist with their development of balance, core and locomotor skills.

PSSA Sport

We have had another successful year in our sporting endeavours at Sutherland North through the summer and winter PSSA competitions. Our students represented the school with pride and enjoyment while developing their skills and team work. Children regularly displayed sportsmanship by respecting referees, umpires and weekly opponents.

During Terms 1 and 4, Sutherland North entered teams in junior boys' Kanga cricket, senior boys' cricket, boys' and girls' tee ball, softball, basketball and girls' touch football. A number of Year 3 and 4 students who make up most of the junior teams were involved in the competition for the first time and enjoyed developing new skills and match awareness. We were promoted to division one this year for many sports and found the competition challenging. Despite the tough competition, all teams gained invaluable experience and showed tremendous team spirit. Congratulations to the senior boys basketball team who competed strongly and were runner up in the final.

During Terms 2 and 3, Sutherland North entered four soccer and four netball teams. All teams competed proudly and enthusiastically during the season, with the junior B netball and soccer teams progressing through to finals day, which was unfortunately rained out. The senior A soccer team demonstrated fantastic teamwork to remain undefeated throughout the season and were declared eventual champions, a great way to finish PSSA sport for our Year 6 students who move on to new sporting challenges in high school.

Congratulations to Blake (Year 5) on his successful selection in the Sydney East softball team during the State Carnival.

A special thanks to all the teachers who coached teams throughout the year and the parents for encouraging the children every Friday. Your support is very much appreciated and we look forward to another successful year in 2017.

Sport Carnivals

In February, Years 3–6 and some Year 2 students participated in the school Swimming Carnival at Engadine Leisure Centre. Students swam in a variety of races across the four main strokes. Non-competitors were encouraged to participate in kickboard races and novelty events. Sutherland North was well represented again this year at the Sutherland Zone Carnival, with 28 students attending.

Our school Cross Country Carnival was held in May and saw all students in Years 2–6 racing around the school course. From this, 32 students represented

Sutherland North Public School at the Zone Cross Country Carnival held at Miranda Park. Showing great speed, agility and stamina, Kosta M. and Olivia H. progressed to the Sydney East Cross Country Carnival. Kosta M. then progressed through to the State Cross Country Carnival – a terrific achievement!

This year, our school Athletics Carnival was split across two days. In June, Years 2–6 attended Sylvania Waters Athletics Track to compete in a variety of track and field events. 39 students progressed to the Sutherland Zone Athletics Carnival and achieved some amazing results including Junior Age Champion awarded to Blake K. From there, 10 students attended the Sydney East Athletics Carnival and tried their best against students from around the Sydney metropolitan area.

The K–1 Athletics Carnival was held at school in June. *Got Game* supported staff and provided resources to run novelty events and races. Through the activities, students developed their athletics and fundamental movement skills.