

Sackville Street Public School Annual Report



2016



4491

Introduction

The Annual Report for 2016 is provided to the community of Sackville Street 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.

Michael Newcombe

Principal

School contact details

Sackville Street Public School

22 Sackville St

Ingleburn, 2565

www.sackvillst-p.schools.nsw.edu.au

sackvillst-p.school@det.nsw.edu.au

9605 3073

School background

School vision statement

We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence.

We provide innovative learning spaces, which are caring, safe and reflective of Modern Learning pedagogy.

We commit to developing positive, respectful and collaborative approaches to learning.

We guide students to become informed, resilient and adaptable contributors to society.

We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship.

School context

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent-volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early-career and temporary teachers who have displayed sound curriculum knowledge and effective student management strategies. The range of experience within the staff and proportion of male and female teachers provides a quality, balanced learning environment for students.

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 Leadership.

The School Excellence Framework provides a tool to assess our school achievements in the pursuit of excellence across the three domains of *Learning, Teaching and Leadership*.

In the first domain of *Learning* our primary focus areas have been learning culture, curriculum and learning, as well as assessment and reporting. In terms of the learning culture at Sackville Street, our self-assessment determined that we are delivering on all elements with sustainability and growth in the area of positive and respectful relationships. We continue to implement measures that will see us excel in terms of collective responsibility for student learning and success.

Considerable effort last year was given to continuing an outstanding Kindergarten transition program. "Keen Kinders" provided our 2017 Kindergarten families with an opportunity to engage with the school environment, personnel and school readiness programs on a fortnightly basis. The school continued with a stable Kindergarten intake of 90 students at the beginning of 2017. Much of this can be attributed to the continued success of this transition program.

In the second domain of *Teaching*, emphasis has been placed on the professional learning and development of our teaching staff, effective classroom practice and data skills and use. Through formative and summative assessments teachers know their students well and know what learning comes next. Students are involved in the setting of individual learning goals using the literacy and numeracy continuum as a guide. Twice a term all teachers K-6 collect and record PLAN data which is used to plan for teaching and learning.

In 2016, the school's leadership team recognised the importance of differentiating teacher professional learning. The format used was spiral of inquiry where stages sought to pose big questions around teaching and learning. The goal

through the inquiry was to discover best practices and work collaboratively with colleagues to develop and reflect on the best ways to improve student learning outcomes from the 'hunch'.

In the domain of *Leading* the school's key focus area has been to build leadership capacity and succession planning. At Sackville Street, we are in the position that the majority of our executive team are in relieving roles. It has been important to build the leadership skills and capacity of the team as a collective and the individuals therein. This has ensured the school's vision remains paramount and that the milestones are met in each strategic direction of the school plan. Leaders and aspiring leaders use the School Leadership Capability Framework to identify areas for growth to be addressed through Professional Development Plans. Sackville Street is led by a dynamic leadership team committed to delivering modern pedagogies and continual school improvement.

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

Purpose

To empower students to establish where they are with their learning and what they need to improve.

To use innovative, evidence-based pedagogical practices and strategies to improve student learning outcomes.

Overall summary of progress

The continued focus on formative assessment strategies across the school has seen a remarkable change with students taking charge of their own learning. All students K–6 have personal learning goals and articulate their learning intentions.

Students are becoming stronger creative and critical thinkers through building skill sets, explicit teaching and learning programs and opportunities to take risks with their learning. Conversations in engaged and motivated classrooms are directed around individualised, collaborative and project based learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students use reflection on assessment and reporting processes and feedback to plan learning.	All students K–6 are working on individual goals and tracking their success on Bump It Up Walls Modern learning practices are evident in students' meta language around creative and critical thinking	\$220,000
All teachers use evidence-based strategies and innovative thinking in design to provide engaging learning environments for students.	Modern learning spaces created with student consultation. Movement away from traditional classrooms has been significant Creation of visual learning continuums and opportunities for students to track learning is evident in all classrooms	\$89,200

Next Steps

- Continuation of formative assessment strategies that provide student centred learning opportunities.
- Development of Growth Mindset practices in classrooms and amongst staff.
- Students continue to take ownership of their learning through individual learning goals.

Strategic Direction 2

Staff and Leadership

Purpose

To engage staff as life-long learners through differentiated, collaborative and networked Professional Learning.

To build genuine collaborative partnerships with our learning community for school-wide improvement. To value all staff as leaders and support them with the tools to progress their leadership skills.

Overall summary of progress

Our staff continue to embark on a learning journey that has significantly shifted mindsets around modern learning practices. A clear focus on handing learning over to students has continued to be extremely effective. We have seen a significant increase in community involvement including Aboriginal Elders, artists and parents supporting in classrooms. Staff continue to develop their own growth through specific professional goals aligned to our school plan and the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff demonstrate best practice by leading school-wide improvement in teaching practice and student outcomes:	<p>All staff involved in professional learning around formative assessment, modern learning practices and Spirals of Inquiry including collaboration with Lurnea Public School.</p> <p>Staff familiar with and utilising PLAN data to inform their teaching and learning programs and monitor student progress on our whole school data wall.</p> <p>Collaboration with Curran Public School, Glenmore Park Public School and futurist educators Ian Jukes and Nicky Mohan around modern learning. Best practice has been shared over the three sites with other schools visiting to see our journey.</p> <p>Teachers have developed quality performance and development plans to enhance their leading learner skill set. Plans are aligned to our vision and school plan</p>	\$124,600

Next Steps

- Maintain our vision around modern learning, formative assessment and Spirals of Inquiry with further work with Curran Public School, Glenmore Park Public School and Lurnea Public School.
- Further collaboration with schools to continue our knowledge around current research

Strategic Direction 3

School Learning

Purpose

To build strong, positive community relationships by leading and inspiring a culture of collaboration and engagement.

Overall summary of progress

Our communication with parents has been aligned with our vision of a learning community. Focus on formative assessment strategies and sharing students' learning goals with their families, has allowed parents opportunities to support their students with strong three-way partnerships. Parent forums and meetings are productive in maintaining quality feedback and feed forward around the changing educational landscape of modern learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school will shift to the Sustaining stage of engagement in the following areas of School Assessment Tool (Reflection Matrix): Dimension 1: Communicating– Dimension 2: Connecting learning at home and at school– Dimension 5: Consultative decision-making	Communication continues to develop through the school website, Facebook page, the Skoolbag, Seesaw and ClassDojo apps. Newsletters are emailed home once a fortnight. All of these strategies combined has seen a significant increase in our learning partnerships. Parent forums and involving parents in key decision-making has allowed all stakeholders a voice in shaping our school's vision.	\$58,000

Next Steps

- Continue to develop authentic partnerships with parents that aligns with our school vision and commitment to high quality educational outcomes for all students.
- Creating a community spirit group that embodies our values and works together with all stakeholders to celebrate success and promote our positive school image.
- Continue Keen Kinders orientation in 2017 to ensure transition, support for students and developing partnerships with parents remains a priority.
- All classrooms will be utilising a system of either Seesaw or Dojo apps to communicate with parents and carers to further enhance our vision of a collective involvement by all stakeholders.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students worked on developing their personalised learning pathways (PLP) learning goals this year. All staff assisted in working individually with students to achieve success and track the progress on Bump It Up Walls. Indigenous students worked with other students from local schools to support their connection to culture. Students discovered more about their mob and yarned with an Elder. One of our Aboriginal teachers participated in training around 8 ways learning and Sista speak. This knowledge was past on through a girls group and learning styles of students. The completion of our Serpent Garden has been a collaboration of staff, students and parents. Bush tucker is now a feature of the garden and will allow Aboriginal students to share their culture with their peers.	\$21,318.80
English language proficiency	In 2016 we had 37% of our student population who identified as having a language background other than English. Our Multicultural community meetings are held twice every term. These meetings are an opportunity for our parents to meet and discuss school business and student learning. This dynamic group of parents are looking at ways to support our school in unique ways. These include cooking, language and homework classes. 2017 will be an exciting year as we move forward with workshops and opportunities for our multicultural parent groups to continue to develop as part of our school community. Our EAL/D teachers have been trained in using formative assessment strategies to meet the individual needs of our students. Support is predominantly in classrooms and focuses on providing equitable access to curriculum for those students learning English as their second language.	\$27, 468.68
Low level adjustment for disability	Our learning and support team target support where needed for students. All students who require adjustments received targeted support and funding. All students' were catered for and remarkable increase in engagement is evident in data and results across key strategic areas.	\$52, 177
Quality Teaching, Successful Students (QTSS)	All students had access to additional support through the QTSS model. Our experienced, executive team worked shoulder to shoulder with teachers in their classrooms to develop innovative practice which is reflective of current pedagogy. There was a school wide focus on Aspects of Writing. Teams of teachers collaborated to create resources that are used across all classrooms. Teachers also had the opportunity to observe and participate in lessons across the school. Students accurately articulate their learning and progress towards individual learning goals.	\$52, 800

<p>Socio-economic background</p>	<p>Targeted support through our Learning and Support team has seen significant progress on individual student learning targets and goals. Staff used formative assessment strategies when designing programs to suit the individual needs of students and teachers. Our dynamic learning and support team is proactive in meeting the needs of students academic and well being needs. Pathways to agencies, doctors and clinics contributes to a holistic approach to each child. Parent consultation is a key consideration when discussing target students.</p>	<p>\$81, 421.96</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher funding was used to support two beginning teachers throughout 2016. They were given 2 hours a week off class, one hour of this was to work with a mentor and begin the accreditation process. This involved demonstration lessons, classroom observations, feedback and reflection. Opportunities were given to visit their colleagues' classrooms as well as other schools to gain a better understanding of formative assessment strategies.</p>	<p>\$28, 760</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Our EAL/D teachers specialise support for our new arrivals and refugee students. Students work in small groups to develop their English language skills and build strategies to engage in a larger classroom setting. Consultation with parents and carers is a priority to ensure we are meeting the needs of each student.</p>	<p>\$52, 800</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	255	261	234	258
Girls	271	267	256	264

children in attending school. Each term we have over 300 students who have 100% attendance and we will continue to recognise this through our PBIS (Positive Behaviour in Schools) program.

Our strong relationship with our HSLO (Home School Liaison Officer) allows us to be prompt and supportive for students having attendance difficulties

In 2016 we saw a continuation of growth in our enrolments. Our engaging Keen Kinder Orientation program has supported our growth in ensuring Sackville Street Public School remains a quality environment of teaching and learning for our community. Kindergarten numbers remain high as we continue to capture our in area enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.5	92.9	94.1
1	94.9	93.2	92.9	92.3
2	94.6	94.8	93	94.1
3	93.9	95.9	93.5	90.9
4	94.1	95.5	94.1	92.9
5	93.1	94	92.9	91.9
6	92.9	92.2	93.4	93.2
All Years	94	94.3	93.2	92.8
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

Management of attendance remains a high priority at Sackville Street. Our proactive team works with families to assist in increasing attendance. Most of our grades are on par with state percentages. Our newsletter gives helpful information to parents regarding our attendance policy and how we can work together to support

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.78
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	2.18

*Full Time Equivalent

In 2016, Sackville Street Public School had three staff members who identified as Aboriginal or Torres Strait islanders.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

During 2016, all members of staff participated in professional learning activities such as team meetings, staff meetings, lesson observations, school development days and attendance at conferences and courses.

Topics covered during school-based sessions included annual compliance training, differentiation, formative assessment (including the use of learning intentions and success criteria), visible learning, project-based learning and planning for 2017.

All staff members participated in school development days focusing on setting strategic directions, the

Performance Development Framework, formative assessment, innovative learning spaces, and reflecting on the school plan.

Our leadership team attended a range of external courses providing training in school change and reform, formative assessment, spirals of inquiry and the effective use of data. At our school we had several new scheme teachers working towards accreditation.

Our beginning teachers were supported in a number of ways in 2016. Each of the beginning teachers had a mentor who they worked with on a one to one basis. This support included professional learning sessions, working collaboratively on programs and innovative lessons.

All beginning teachers were involved in school development days and mandatory compliance training. Teacher capacity to contribute to collaborative planning sessions was improved with stage planning days. All beginning teachers contributed to at least one curriculum area in the school. Our beginning teachers were involved in parent forums and led community events throughout the year.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

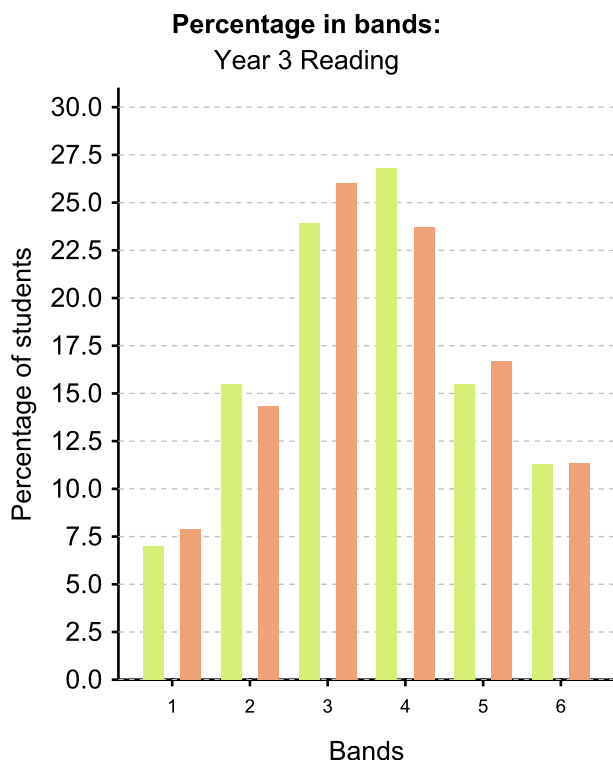
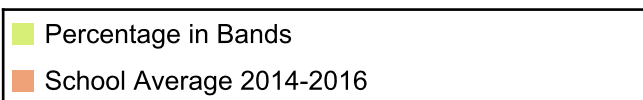
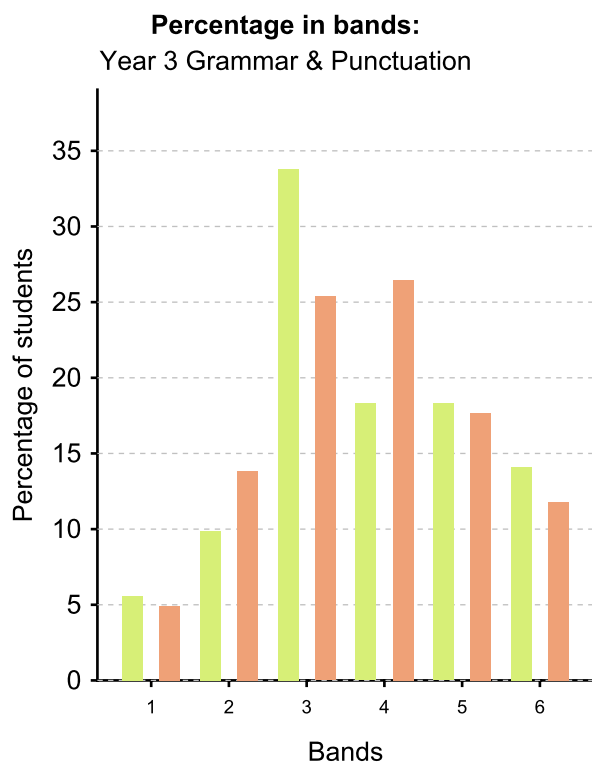
Income	\$
Balance brought forward	357 633.95
Global funds	323 005.98
Tied funds	371 852.95
School & community sources	174 604.55
Interest	7 600.29
Trust receipts	11 841.00
Canteen	0.00
Total income	1 246 538.72
Expenditure	
Teaching & learning	
Key learning areas	23 458.05
Excursions	61 558.09
Extracurricular dissections	44 648.86
Library	3 423.09
Training & development	10 812.90
Tied funds	302 899.50
Short term relief	47 702.77
Administration & office	70 632.82
School-operated canteen	0.00
Utilities	47 719.04
Maintenance	30 342.84
Trust accounts	13 831.70
Capital programs	0.00
Total expenditure	657 029.66
Balance carried forward	589 509.06

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

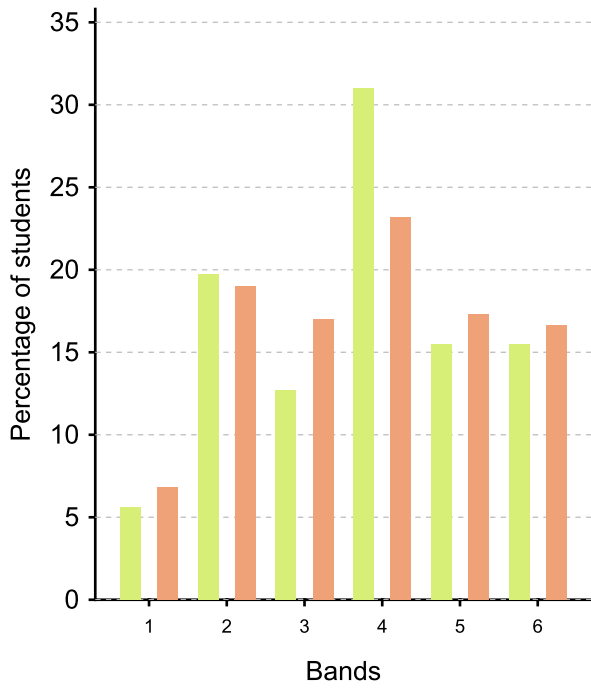
School performance

NAPLAN

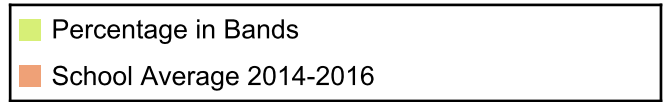
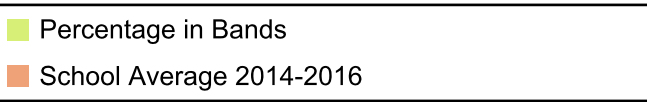
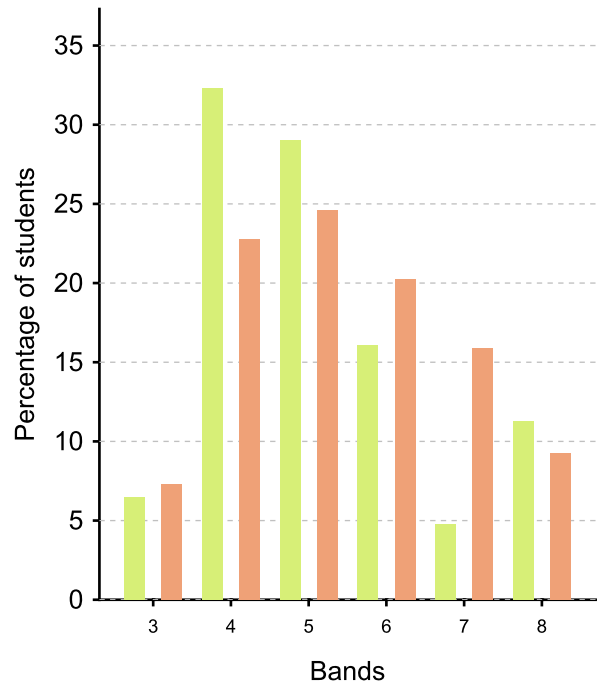
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



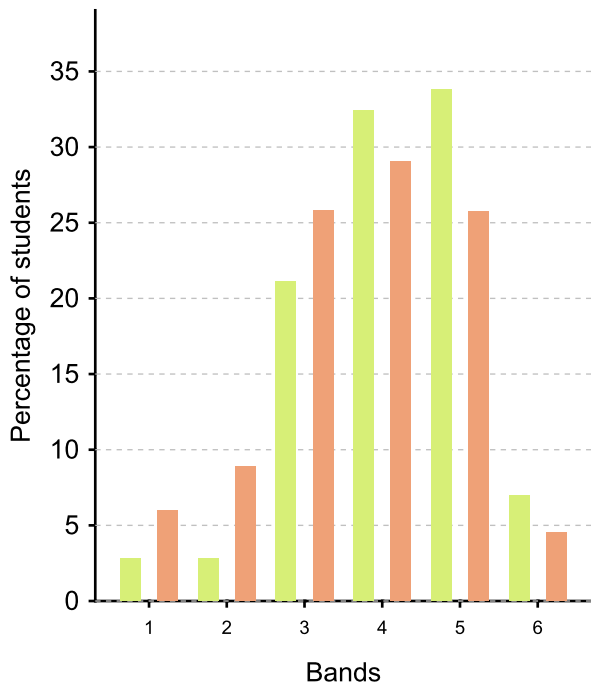
Percentage in bands:
Year 3 Spelling



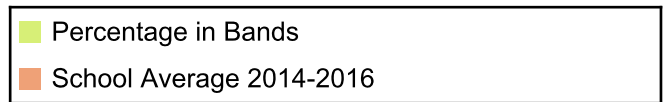
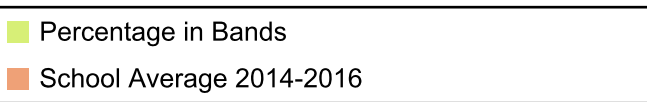
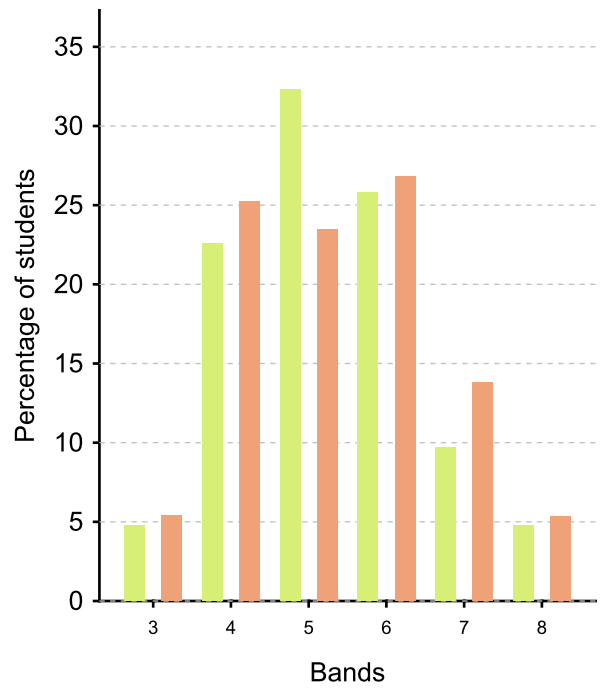
Percentage in bands:
Year 5 Grammar & Punctuation



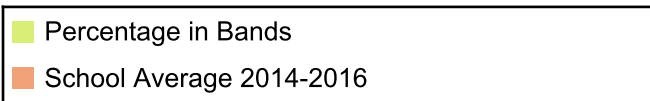
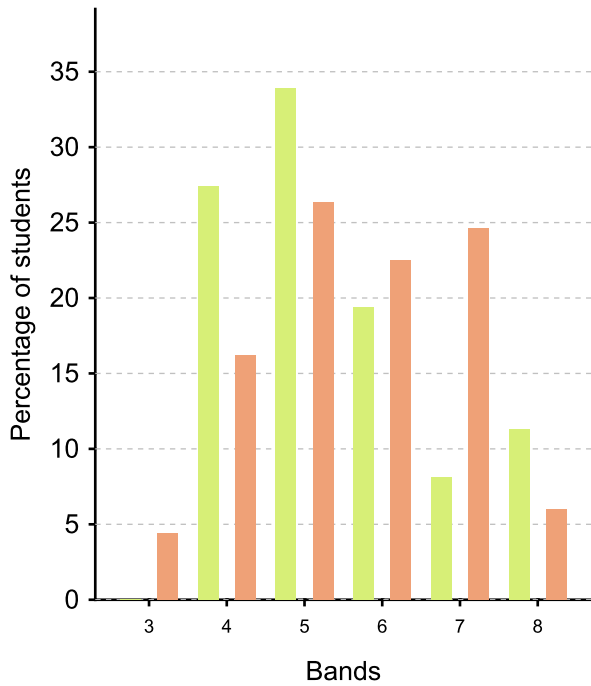
Percentage in bands:
Year 3 Writing



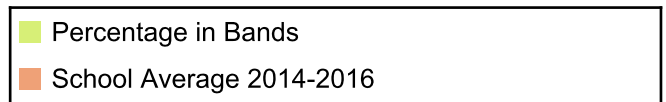
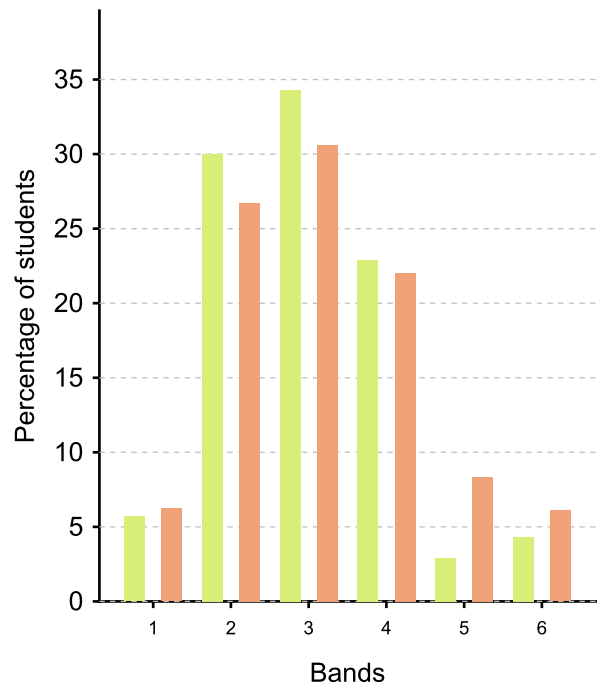
Percentage in bands:
Year 5 Reading



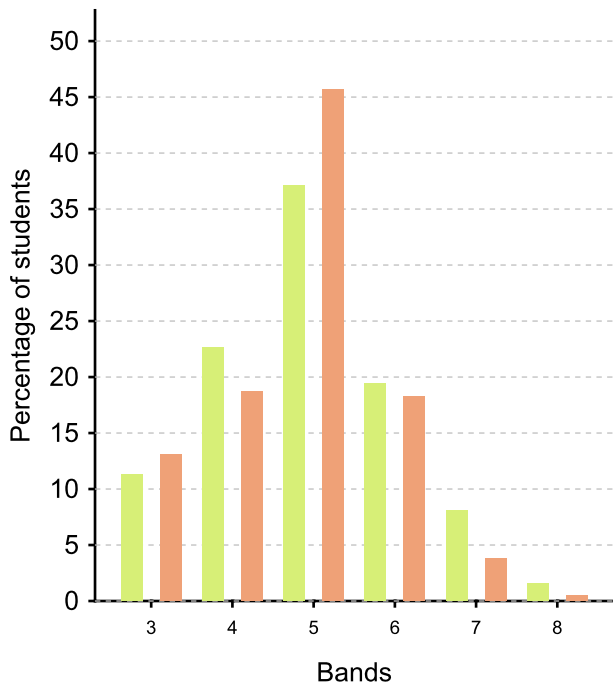
Percentage in bands:
Year 5 Spelling



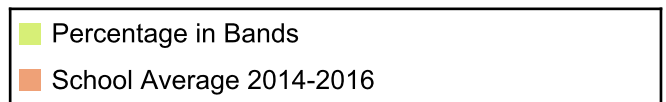
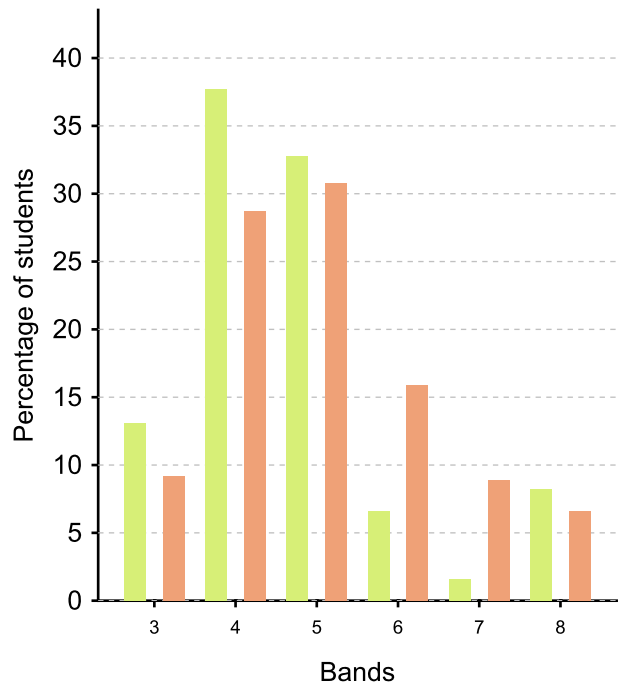
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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 and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. We provide feedback and communication to parents through Facebook, Skoolbag, Class Dojo and Seesaw. Parents reported positively towards the use of the platforms to engage with the school. Teachers felt positive towards the school as more opportunity was given to teacher professional learning in the areas of formative assessment and growth mindset. Students engagement in lessons improved in 2016 due to students taking ownership of their own learning through individual learning goals and success criteria.

Policy requirements

Aboriginal education

The highlight for many of our Aboriginal students and families this year was Sackville Street's opportunity to host the Community of School's NAIDOC Day. Our school welcomed Aboriginal students from 16 local schools. Our day was also attended by local elders, Aboriginal community members and agencies, as well as Aboriginal DoE staff and our Education Director. The day featured rotating activities that promoted pride in culture, history and traditions.

Our school also held it's own events to celebrate and learn about the uniqueness of Aboriginal culture. These events included NAIDOC, Reconciliation Week, Harmony Day and Multicultural Day. These celebrations were even more successful with the inclusion and support of our Aboriginal families.

In 2016 four of our staff attended a series of professional learning sessions on Aboriginal Pedagogy held at another local school. Staff reported that they had gained a greater understanding of Aboriginal student learning styles and greater insights into Aboriginal history and culture.

Our school was also fortunate enough to host The Sydney Opera House and staff from schools around Sydney, as they ran teacher professional learning on Aboriginal Perspectives across the curriculum. A group of our own staff had the opportunity to attend this workshop and learn meaningful and engaging ways to incorporate Aboriginal perspectives across the curriculum. Following this, new knowledge was shared with other staff.

In 2016 Aboriginal students were extended opportunities to gain a greater understanding of their learning progressions through the use of formative assessment. Students gained an understanding of continuum markers through the use of "I Can Statements." This enabled our Aboriginal students to gain a better understanding of where they were at and then set learning goals with their teachers for learning that comes next. With the use of Learning Intentions and Success Criteria (LISC) students were clearer about the purpose of their learning and the

expectations.

Teacher professional learning time was dedicated to developing a PLP format and process that was more collaborative and inclusive of student and parent voice. This professional learning facilitated staff understanding of effective ways to engage Aboriginal families. Emphasis was placed on cultural sensitivity and historical understanding of many Aboriginal people's experience with education.

Multicultural and anti-racism education

In 2016 37% of our students came from ESL backgrounds.

Our EAL/D program focused on identifying and addressing their individual learning needs. Priority was given to the New Arrivals and Phase 1 learners in our school. Small group work, team teaching and an intensive withdrawal group helped them develop their understanding of the English language.

Our school follows strict guidelines and takes immediate action when it comes to racism. Throughout the year we had a very small number of minor incidents that were resolved easily. We are committed to ensuring that our school is a safe and respectful environment.

Multicultural parent meetings are held every term for our community to raise any issues or concerns, or give feedback on school programs and other activities. The parents are all very encouraging, and the number attending is increasing every year. We collaboratively plan events and activities and welcome suggestions on school initiatives.

Multicultural Day is presented every year with great enthusiasm from students, the community and the staff. Every person in the school brightens up our festival with colourful costumes, food to share, and art and craft stalls. Parents take a lot of effort to showcase their culture. Table displays with information about different countries, are run by proud students and community members. Cultural performances by our students, teachers and some adult performers from our local community groups make for a wonderful community event.