

# Sans Souci Public School

## Annual Report



2017



3038

## Introduction

The Annual Report for 2017 is provided to the community of Sans Souci 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.

Rob Jennings – Principal

### School contact details

Sans Souci Public School  
Rocky Point Rd  
Sans Souci, 2219  
[www.sanssouci-p.schools.nsw.edu.au](http://www.sanssouci-p.schools.nsw.edu.au)  
[sanssouci-p.School@det.nsw.edu.au](mailto:sanssouci-p.School@det.nsw.edu.au)  
9529 6123

### Message from the Principal

It has been a privilege to have led and supported staff and the school community to self-reflect on current school practices, policies and procedures to enhance student achievement and wellbeing. 2017 has been a successful year for Sans Souci Public School. This year saw the consolidation of programs and projects that were initiated in 2015 within the three year school improvement plan. The school's strong commitment to improving student outcomes continues to drive processes and practices that focus on building active, creative, respectful individuals that value learning. I have appreciated the support and commitment from the entire school community to provide quality outcomes for all students.

Kind Regards

Rob Jennings

### Message from the school community

Despite a quieter fundraising year, it was yet again another fantastic year of achievements for the Sans Souci Public School P&C. We are very fortunate to have a group of parents and community members who are willing to co-ordinate several fundraising events throughout the year and provide constructive feedback and discussion on programs and activities that are introduced to enhance our children's education.

In 2017 over \$32,000 was raised. What an amazing effort for a non-fundraising year and early in 2018 the P&C will decide how to use the money raised to help the students and teachers of our school benefit from our efforts. The P&C run canteen has once again proven to be very successful. Our two canteen managers do a fantastic job coordinating canteen volunteers, managing the canteen and also find the energy to run a number of very profitable special food days. A total of \$25,000 was able to be given back to the P&C to help fund our projects. In 2017 our successful fundraisers included Mother's and Father's Day Stalls, a Carol's Night BBQ, Cake Stall at the Elections and our Kindergarten Artwork was framed and sold to commemorate the Kindergarten students' first year of Primary School.

In March the P&C proudly donated money from our 2016 fundraising efforts for the following: Stage 2 Shade Shelter, Kindergarten Eating Platforms, \$30,000 towards the Kindergarten Playground (yet to be installed), Hand Dryers for the bathrooms and money for the Library and Creative Arts to spend as required. We also commit to provide annual funding of \$14500 for the School Band, Students who represent the school at State Level and Presentation Day Awards. It has been a pleasure to be the president of such a wonderful team and a huge thank you goes out to all the P&C members. Our thanks must also go out to the school community, local businesses and teachers who support the P&C in the activities we undertake. It certainly is a team effort.

Kind Regards,

Debbie Bauer (P&C President) & Effie Manetakis (P&C Vice President)

## School background

### School vision statement

At Sans Souci Public School, we encourage respectful relationships between staff, students and the community whilst striving for personal excellence and achievement, fostered through our core values.

### School context

Sans Souci Public School is located close to the Georges River and Botany Bay in Sydney's south. The school community is very supportive and has high expectations. Programs focus on developing the whole child in academic, sporting and cultural areas. There are 409 families with a total of 628 students enrolled for 2017. 77.7% of the students are from a background other than English and there are 39 different language backgrounds represented. Eleven students identify as Aboriginal. The school has 25 regular and multi-grade classes. Students and staff enjoy an engaging and well-resourced learning environment. Students are encouraged to develop individual potential through extra-curricular programs in band, dance, choir, public speaking and debating. There is the opportunity to develop leadership skills through the Student Leadership Teams, Student Representative Council and Bully Buster Program. Sporting programs include team and individual sports and students participate in the Botany Bay Zone PSSA competitions.

## 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 and participated in the external validation process. 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. During the external validation process, an independent panel comprised of a peer principal and a Principal Support Leadership considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In preparation for external validation, a required body of evidence was prepared, reviewed and annotated. This Executive Summary synthesises the annotated information provided in the body of evidence. The sets of evidence gathered were based on the three Strategic Directions from the 2015–2017 Sans Souci School Plan and other significant school programs. The External Validation process resulted in Sans Souci School staff working collaboratively to collect and analyse evidence to support the assessment of practices against the School Excellence Framework across the three domains and the fourteen elements. This process ensured the commitment to the pursuit of excellence and the provision of high quality educational opportunities for all students at the school.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

#### Learning Culture

At Sans Souci Public School there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school has a positive school culture evidenced by the positive feedback from the Tell them From Me Survey conducted by students, parents and staff. Underpinned by the ethos of 'Encouraging Respectful Relationships', positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum conditions for student learning. The school provides a safe and engaging learning environment that supports students and promotes a positive learning culture. The success of the first years of implementation for L3 and BYOD programs in the school is evidenced as teachers have developed self-directed students that access differentiated learning experiences. All students are supported by the school's well-developed and current Learning Support, programs and processes that effectively identify, address and monitor diverse student learning needs.

### Wellbeing

At Sans Souci Public school, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The recent refinement of the Student Wellbeing Policy and Learning Support structures has finetuned a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment in the classroom and playground. The staff commitment to the school plan to continuously enhance the learning and playground spaces within the school has ensured that students access safe and engaging learning environments throughout the school. Wellbeing is a primary focus at Sans Souci School ensuring that our students connect, succeed and thrive.

## **Curriculum and Learning**

Through school plan priority projects, teaching staff at Sans Souci Public School have successfully established productive partnerships and work collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices in L3 and innovative delivery mechanisms through the BYOD program. The Learning Support Team and Kindergarten Transition Program have fostered successful transitions for students with additional needs from preschool to high school.

## **Assessment and Reporting**

Over the course of the three year plan, the school now has consistent, school-wide practices for assessment and reporting which are used to monitor, plan and report on student learning across the curriculum. Our new student reports now contain detailed information about individual student learning achievement and areas for growth, which provide basis for discussion with parents throughout the year. Assessment practices have been improved school-wide as teachers collaboratively develop and moderate stage-based assessment tasks. All teachers now use a criteria-based reporting format aligned with aspects of both the numeracy skills framework and literacy continuum. Positive feedback from parents validates the success of the transformation. The school has analysed internal and external school performance data and a range of other contextual information and is aware of trends in student achievement levels.

## **Student Performance Measures**

Sans Souci Public School has been identified as a 'Bump it Up' school through the department's focus on High Expectations for all Learners. Implementation of the L3 program is aiming to help the school boost the number of students in the top two bands of reading by 8% by 2019. Data from internal performance measures has seen K-2 students meet or exceed expected targets. On external performance measures the school has made good progress towards this goal in the area of numeracy where many students are showing higher than expected growth.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching:

### **Effective Classroom Practice**

At Sans Souci PS high expectations for positive learning behaviours and consistent management of classrooms promotes optimal learning conditions for students. There is a particular focus on improved teaching practice in literacy and numeracy, with professional learning focused on building teachers' understandings of effective teaching strategies in these areas. Students are benefitting from evidence-based teaching strategies in L3 classrooms. School-based instructional leadership positions in L3 and BYOD support teachers to improve practice.

### **Data Skills and Use**

Teachers at Sans Souci incorporate data analysis in their planning for learning. This is evidenced by PLAN, NAPLAN and Newman's data to drive teaching and learning. L3 teachers collect data and analyse on a five week cycle to inform ongoing planning for individual student learning. Assessment instruments are used regularly by teachers and the Learning Support Team to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data as evidenced in the Tell Them from Me Survey and student, staff and parent feedback through surveys, focus groups and community feedback.

### **Collaborative Practice**

Collaboration across the school has been a highlight of growth at Sans Souci over the past three years. Stage-based collaboration has improved consistency of teacher judgement and aligned student assessment more effectively with the reporting to parents process. Consistent procedures for teacher planning, observation and feedback have been developed through the Professional Development Framework. L3, BYOD and Beginning Teacher Support programs as

well as involvement in Numeracy Skills framework project have created opportunities for many of our teachers to develop their leadership capacity within a community of learners across a range of schools; enhancing teaching practice and improving the quality of teaching and learning at Sans Souci. Learning Support structures foster strong partnerships between the school, home and outside agencies that improve student outcomes.

## **Learning and Development**

At Sans Souci staff professional learning is clearly aligned with the school plan and is evidenced by a positive impact on teaching and learning. The utilisation of two instructional leaders has been pivotal in the successful implementation of BYOD and L3 across the school. Teachers draw on and implement evidence-based research to improve their performance and development. As the school rises to the challenge of 'Bump it Up' targets, there is a particular focus on literacy (L3) and numeracy (Numeracy skills Framework) with school-based professional learning focused on building teachers' understandings of effective teaching strategies in these areas. The school provides ongoing strategic provision of quality support to beginning and early career teachers.

## **Professional Standards**

Sans Souci Public School teaching staff demonstrate and share expertise, demonstrate high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. All teachers' PDPs contain goals aligned with the school plan, a stage-based goal and a personal goal, demonstrating personal responsibility and commitment in their ongoing professional development. A healthy number of beginning and early career teachers are thriving under strategic and effective support strategies developed by the school.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

### **School Planning Implementation and Reporting**

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Priorities with the plan such as Bring Your Own Device and L3, Kindergarten Transition and Learning Support are evidenced by strong community collaboration. Staff members are committed to and can articulate the purpose of projects with each strategic direction in the school plan. The three-year school plan has annual iterations focused on achieving identified improvements. Milestones are tracked by school staff in Week 5 and 10 of each term.

### **School Resources**

Through programs such as BYOD and L3, physical learning spaces are used flexibly and technology is accessible to staff and students. Strategic financial management is used to gain efficiencies and to maximise both physical and human resources available to implement the school plan. Aspiring leaders are given opportunities to relieve in executive and instructional leader roles. Longer-term financial planning is integrated with school planning and implementation processes such as our playground improvements and ongoing replacement of traditional classroom furnishings with more future focused and flexible configurations. School Community funds are boosted by fundraising from a very supportive P&C team and its school canteen and the hire of communal facilities to OOSH and other community users.

### **Management Practices and Processes**

Practices and processes are responsive to the Sans Souci PS community feedback and there are opportunities for students and the community to provide constructive feedback on school practices and procedures. This is evidenced through regular data collection from parents, teachers and students, discussions at Leadership and P&C meetings. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement, evidenced through platforms such as the school newsletter, School Enews, the P&C Parent Liaison Program and our Facebook page. Our self-assessment process will assist Sans Souci Public School to develop strategic priorities in our new School Plan, leading to further improvements in the delivery of education for our students.

Our self-assessment and the external validation process will assist the school to develop a new school plan 2018-'20, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Delivering High Quality Student Learning

#### Purpose

Fostering a culture of high expectations and holistic learning within a differentiated curriculum for students. Developing self-regulated, responsible lifelong learners through the provision of high quality learning programs and optimising success for all students through the development of programs to meet the academic, social and emotional needs of every student.

#### Overall summary of progress

In its third year of implementation of the Language, Learning & Literacy (L3) program, students from Kindergarten to Year 2 experienced quality, differentiated teaching and learning experiences to achieve acceptable levels of literacy. Teachers provided differentiated pathways for literacy learning through the implementation of L3 theoretical knowledge and teaching practices in their classrooms.

The Bring Your Own Device (BYOD) program continued on its successful pathway building to 4 days a week in term 3. Stage 3 students participating in the program by bringing in their own device increased from 89% to 92%. Stage 3 students participated by completing learning tasks across all key learning areas and submitting work samples via Google Classroom. Students who did not bring their own device had access to school iPads at a ratio of two students per device.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustaining 85% of kindergarten students achieving an instructional reading Level 8 or above in guided reading ; 85% of Yr 1 students at level 16 or above and 85% of Yr 2 students at level 24 or above by the end of the year.	\$20 000 in professional learning funds for course fees and teacher release	At the end of 2017 89% of Kindergarten students achieved an instructional reading level of 9 or above. 89% of Year 1 students achieved instructional reading levels of 19 or above with 50% of students achieving level 25+. 86% of Year 2 students achieved instructional reading levels of 25+.
Well-equipped 21st century classrooms featuring innovative teaching practice reflected in programs, effective BYOD usage and student work samples.	\$39 000 Furniture \$20 300 iPads and storage lockers	Flexible, modular furniture and other classroom inclusions such as wall to wall pin boards, and instructional stations were installed in classrooms across all stages. A sixth Stage 3 class was also equipped with iPad lockers and modular desks. 40 new iPads were purchased to replenish stock for Stage 2 classrooms.  Student work samples were showcased at a parent information session in Term 4 for parents of Stage 2 students moving into Stage 3 for 2018.
Positive 'Tell Them from Me' data on student engagement in BYOD.	Four teacher release days (QTSS) 1.0 FTE Instructional Leader position	TTFM data revealed 62% of students responded positively to the use of iPads and the benefits of our school's BYOD program enhancing their learning opportunities in the classroom.

#### Next Steps

##### L3

To maintain and support literacy growth and development, in 2018 Sans Souci based L3 Trainers and Assistant Principals K–2 will conduct fortnightly meetings to focus on refining and implementing L3 pedagogy in classrooms. The analysis of reading and PLAN data will be conducted in mixed K–2 teaching groups and writing samples will be analysed

every 5 weeks to deepen teacher knowledge and consistency of judgment across K–2.

### **Well Equipped 21st Century Classrooms & BYOD**

Continue to equitably install flexible, future–focused furniture options in K–6 classrooms. Google Classroom use to be expanded into sharing of staff resources and student work samples for Stages 2 and 3. Stage 3 teachers investigating student feedback strategies using technology. A Technology Team to be re–established to support teachers K–6.



## Strategic Direction 2

### Creating Outstanding Teachers and Educational Leaders

#### Purpose

Providing ongoing and differentiated staff professional learning that supports quality teaching practice and leadership. Embedding a culture of individual and collective efficacy, where teachers are provided with support and professional learning to optimise their effectiveness as educators and leaders.

#### Overall summary of progress

##### BYOD

Stage 3 teachers received training in BYOD best practices and participated in lesson studies across Stage 3 classes. All Stage 2 and 3 teachers trained in using Google Classroom and teaching practices in technology by an Instructional Leader. All Stage 2 and 3 teachers assisted by Instructional Leader in setting up collaborative Google classrooms to access and share units of work, lessons and resources. This supporting consistency in teaching practices across the stage.

##### L3

Year 1 teachers completed training in Language, Learning & Literacy (L3) pedagogy and met the requirements of accreditation. Kindergarten and Stage 1 teachers engaged in reflective practice and analysed data, including PLAN data, to inform teaching programs and enhance student progress. One teacher was trained as a Lead L3 Trainer to mentor and build capacity across K–2 and across a wider network of schools. Year 2 teachers completed the first year of L3 professional learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 3 teachers develop confidence and collaboratively plan and implement high quality student learning activities through BYOD	\$2 000 QTSS funding for Stage 3 teachers to spend planning time with instructional leader  1 day per week Instructional leader	Stage 3 teachers spent planning time with instructional leader to plan quality mathematics lesson and resources to be presented and taught during observation and feedback sessions.
100% of teachers enter data into PLAN. Early Stage 1 and Stage 1 supervisors have systems in place for storage of annual PLAN data to monitor growth	Stage meetings and staff development day sessions	100% of teachers enter data into PLAN. Early Stage 1 and Stage 1 supervisors have systems in place for storage of annual PLAN data to monitor growth. All teachers using PLAN data to assist in the assessing and reporting processes.  Teachers are harvesting of data for systematic, sequential tracking of student learning.
ES1 and Stage 1 teachers implementing L3 practice within their classrooms and Kindergarten teachers reaching accreditation.	\$20 000 in professional learning funds for course fees and teacher release	Kindergarten and Year 1 teachers gained L3 accreditation. Year 2 teachers completed first year of L3. Four new teachers commenced L3 training in K and S1. A trained L3 teacher from each stage (Kindergarten and Stage 1) was selected for two L3 Trainer roles in 2018.
100% of teachers using the Numeracy Skills Framework to develop a bank of rich assessment tasks that inform student reporting process.	Regular stage meetings and staff development day sessions throughout the year.	Numeracy skills framework is used by all K–6 teachers when assessing students and reporting to parents. Rich assessment tasks in line with the numeracy skills framework are now being used across the school.

#### Next Steps

Kindergarten Assistant Principal to complete ongoing professional learning (OPL) as a L3 Kindergarten Trainer in 2018. Two teachers from Kindergarten and Stage 1 to commence L3 Trainer professional learning in 2018. School based Lead Trainer to continue training new L3 Trainers with the aim of providing L3 PL for a community of schools in 2018.

### **Numeracy**

Ongoing training to upskill teachers with new Numeracy progressions will be a priority in Semester 2 2018. Training around CMIT, TEN where required will be put in place in Semester 1 2018.

### **BYOD**

The focus for the stage 3 BYOD program 2018 will be on improving student outcomes in literacy. Stage 3 teachers will collaborate, plan and implement the literacy/technology program under the guidance of the Instructional Leader. The current numeracy/technology program will be the model used for the literacy/technology program. Stage 3 teachers will be provided with the opportunity for professional development and learning in the area of literacy.



## Strategic Direction 3

### Fostering Productive, Supportive Professional Partnerships

#### Purpose

Enhancing relationships with our educational partners to support students, improve our practice and thrive within the Sans Souci community. Optimising success for students and enhancing staff performance through the building of strong, supportive, collaborative relationships with: students, parents, other educational agencies, DEC personnel, outside experts and each member of the SSPS team.

#### Overall summary of progress

Successful BYOD Community workshops (coordinated by school-based BYOD Instructional Leader) held in Term 4 showcasing student use of technology in the classroom. Google Classroom enabled parents and carers to view student work samples at home online. Secure storage of devices in personalised classroom lockers minimised breakage and theft issues.

Complete review of the Student Wellbeing Policy undertaken with input from all stakeholders and full implementation of new playground procedures achieved. Playground modifications and improvements continue to be enhanced.

The Kindergarten Transition Program continued to improve through a number of strategies that focussed on building and maintaining strong partnerships with local preschools. Key strategies included increased visits to local preschools by members of the Learning Support Team, regular school tours for prospective parents and preschool students and early intervention by the Learning Support Team to secure support for students with additional needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Stage 3 students participating in BYOD with 85% or better bringing own device by term 4. BYOD operating four days per week by Term 4.	HATS Leadership Development Initiative program supporting Instructional Leader in developing BYOD program	LDI funding supporting Instructional Leader developing quality technology teaching and learning activities to support Stage 3 teachers in developing best practice in embedding ICT in the classroom.
Revised Student Wellbeing Policy playground procedures implemented in 2017  Increased student, staff and parent satisfaction as measured by 'Tell Them From Me' and school based surveys.	\$36 000 from P&C for Kindergarten Shade Shelter and lunch platforms  \$19 000 for Stage 2 shade shelter  \$6 000 for additional lunch seating	The installation of Kindergarten lunch platforms and a new shade shelter as well as additional seating for Stage 2 lunch area and installation of Stage 2 shade Shelter. Kindergarten, Stage 2 and Stage 3 students now have adequate sheltered seating for eating times.  2017 Tell Them from Me data revealed that our parent responses scored higher than the average than other schools' parent responses. Analysis of school data showed an increase in positive responses about the playground experience for all stakeholders. A 12% increase in the number of staff now aware of procedures for managing student behaviours. Sentral data shows the incidence of negative playground behaviours has decreased due to greater student understanding of acceptable playground behaviours.
Improved communication between school, early childhood centres and parents resulting in smooth transition for all students.	Six teacher release days from QTSS	Strengthened partnerships between the school and local preschools enabled the sharing of vital information that enabled smooth transition for students; especially those with additional learning needs. Parents and student attendance at school tours increased 40% from 2016.

#### Next Steps

## BYOD

The implementation of BYOD to continue 4 days per week from Term 1 2018. Installation of a caching server to alleviate bandwidth issues. Employment of Apple Educator technician to support iPad usage and professional learning for teachers. Stage 3 teachers to continue observation rounds and feedback sessions focusing on literacy lessons. Stage 2 and 3 teachers to continue to collaborate and use Google Classrooms as a platform for sharing units of work, lessons and resources.

## L3

The delivery of Language, Learning & Literacy (L3) training resulted in a network of teachers, learning together, analysing data, participating in school visits and sharing innovative teaching/learning activities to enhance their theoretical knowledge of L3 pedagogy. In 2018 the network has expanded with the Lead Trainer, three OPL Kinder trainers, three new Kindergarten trainers and four new Stage 1 Trainers providing professional learning for 147 teachers across 38 schools. To continue to build capacity, the Lead Trainer will continue to identify and develop L3 trainers from our local network. Overseeing all trainers successfully meeting accreditation requirements and completing their OPL in 2019.

## Student Wellbeing

After consultation with the Playground Team, the need for new playground signage in the playground that reinforces Sans Souci Public School's values will be installed. The creation of a mural highlighting School Values and Restorative Practice questions on a prominent playground wall, which will be created by a Gifted and Talented art group to be led by the school's Art Teacher. An annual "refresher" for all staff of the three-levelled playground management chart to be conducted at the start of every school year will benefit new staff members. Informing the school community, through the Newsletter and P&C meetings, of changes to the management of student behaviours in the playground and their formal implementation. Regular postings in the school newsletter regarding playground rules and expectations. Various school values will be focused on and weekly certificates will be presented to students during Infants and primary assemblies.

## Kindergarten Transition Program

Links with local preschools to be expanded and strengthened with additional information sessions, collaborative developed primary school presentations and regular visits to preschools by members of the school learning support team.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6 023  • Aboriginal background loading (\$0.00)	<p>NAIDOC week was celebrated with the theme, “Our Languages Matter” to emphasise and celebrate the unique and essential role that Indigenous languages play in both cultural identity.</p> <p>A teacher attended our local AECG meeting.</p> <p>Three Stage 3 students and a teacher attended the STEM Camp in Term 2.</p> <p>Aboriginal students participated in a planning focus group for the new Kindergarten playground and yarn circle.</p> <p>An Aboriginal Dreamtime story was created and designed and painted on the assembly hall. by a group of indigenous students.</p> <p>One Year 6 student received a Deadly Award for overall achievement.</p>
<b>English language proficiency</b>	\$17 931  • English language proficiency (\$17 931.00)	<p>LBOTE students were supported across the school through 10 days a week of ELP teacher time. This included in class and withdrawal support.</p> <p>An additional 0.2 ELP teacher was employed, due to increase in school needs based upon 2017 EaLD survey.</p> <p>Flexible funding was also used for new maths and literacy resources.</p>
<b>Low level adjustment for disability</b>	\$46 556  • Low level adjustment for disability (\$46 556.00)	<p>Four School Learning Support Officers (SLSOs) supported student learning in classrooms and the playground. SLSOs also accompany students on special events such as excursions.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$47 232  • Quality Teaching, Successful Students (QTSS) (\$47 232.00)	<p>Teacher release for Kindergarten Best Start Assessments and support for the early days of kindergarten.</p> <p>Teacher release for the Kindergarten Orientation program.</p> <p>ES1 and Stage 1 L3 teachers were released for professional learning with L3 trainers to observe practice in L3 classrooms.</p> <p>Stage 3 Teachers planned, taught and observed lessons with BYOD Instructional Leader.</p> <p>Executive team release for whole school planning in both semesters.</p> <p>Teachers and supervisors released for mentoring to support development of PDPs.</p> <p>The Film by the Sea project successfully gained an entry into the 2017 Festival.</p> <p>Learning support Team members visiting</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$47 232 <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$47 232.00)</li> </ul>	local preschools to observe students transitioning for 2018
<b>Socio-economic background</b>	\$24 535 \$10 000 for iPad purchase <ul style="list-style-type: none"> <li>Socio-economic background (\$24 535.00)</li> </ul>	Student assistance for camps, excursions and school levies. 20 new iPads purchased to support technology in Stage 2.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	279	297	313	314
Girls	293	314	304	317

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	95.7	95.9	95.8
1	97.2	94.3	94.3	94.9
2	96.6	95.5	94.5	95.6
3	97.8	96	95.6	93.9
4	97.1	96	95.5	96
5	96.9	95.2	96	95.6
6	94.5	94.8	95.3	94.4
All Years	96.6	95.4	95.3	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Teachers regularly review student attendance and report any attendance concerns to Stage Supervisors and the Learning Support Team for monitoring and follow up when required. The school community is regularly reminded of attendance requirements through parent teacher information sessions, newsletter articles and school Enews. The Learning Support Teams meets with HSLO each term to analyse attendance patterns and address any concerns. The school follows the attendance policy requirements in regard to students taking extended leave for family reasons. The school continues to exceed overall state attendance. In 2018 the school is considering the use of third party software utilising SMS to help manage non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.7
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	2.4

\*Full Time Equivalent

The school currently has no Aboriginal staff members.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guideline requirements. Semester one professional learning included; departmental mandated requirements, technology sessions and workshops led by our technology team. Throughout the year, ongoing professional learning for PLAN and the Numeracy Skills Framework sessions assisted with further development of the student report format and student wellbeing sessions.

Semester two professional learning included further development of teacher wellbeing through the LifeSkills program. Stage 2 and 3 teachers took part in a process utilising the Bring Your Own Device (BYOD)

instructional leader and Google classroom as a learning intention. A cross stage team led staff through a review of the Student Wellbeing Policy, analysing data and making adjustments to elements of the policy including playground procedures. Our three staff development days this year focused on areas including staff and student wellbeing, as well as mandatory Department of Education components.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	255,492
<b>Revenue</b>	5,689,935
Appropriation	5,123,999
Sale of Goods and Services	524
Grants and Contributions	558,233
Gain and Loss	0
Other Revenue	0
Investment Income	7,179
<b>Expenses</b>	-5,618,289
Recurrent Expenses	-5,605,934
Employee Related	-4,842,639
Operating Expenses	-763,295
Capital Expenses	-12,355
Employee Related	0
Operating Expenses	-12,355
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	71,647
<b>Balance Carried Forward</b>	327,139

The school has a finance committee comprising the SAM, Principal and Deputy Principal who consult with a delegated member of the P&C. The P&C makes financial contributions to the school to enable improvement programs, classroom resources and learning spaces to enhance opportunities for every child.

The school is holding over funds for final payments of several projects, including: a Kindergarten playground upgrade (\$35000), automated car park and pedestrian gates (\$17 000), electric ride on mower (\$6 000) and classroom furniture (\$15 100) in 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,068,159
Base Per Capita	94,294
Base Location	0
Other Base	3,973,865
<b>Equity Total</b>	369,294
Equity Aboriginal	6,023
Equity Socio economic	24,535
Equity Language	221,079
Equity Disability	117,657
<b>Targeted Total</b>	168,909
<b>Other Total</b>	341,189
<b>Grand Total</b>	4,947,552

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

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

As stated in the NSW Premier's School initiatives and as a "Bump it up School" we will be moving forward with school-based strategies to increase the percentage of students in the top two bands by 8% in our Literacy and Numeracy NAPLAN results.

### Reading

In 2017 the school had a total of 76 Year 3 students with 72% in the three top bands compared to 65% in 2015. In 2017 the school had a total of 101 Year 5 students with 71% in the three top bands compared to 70% in 2015.

In 2017

59% of Year 5 students achieved expected growth in Reading and 62% in Year 5 students achieved expected growth Writing.

## Numeracy

In 2017 the school had a total of 76 Year 3 students with 37.3% in the top two bands compared to 36% in 2016. The school also had a total of 101 Year 5 students with 29.7% in the two top bands compared to 23% in 2016.

In 2017 60% of year 5 students achieved expected growth in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The state priority of increasing the number of students in the top two bands of Naplan Reading and Numeracy is a primary focus at Sans Souci as an identified 'Bump it Up' school.

Teacher analysis of 2016 Naplan data established areas for improvement across the school. Our school team is working extensively to improve the reading and numeracy achievement of students at Sans Souci Public School through strategic planning and data driven identification of students and areas for improvement. These targeted initiatives have a specific focus on numeracy, especially those concepts areas of problem solving, position and data.

Areas for improvement in Reading include inferential comprehension, as well as grammar and punctuation and spelling within writing. With the current cohort of Year 2 students having three years of access to L3 pedagogy within classrooms there is an expectation that there will be an increase in the number of students in the top two bands of Reading from 2018.



## Parent/caregiver, student, teacher satisfaction

The Preschool to Kindergarten Transition strategies over the past three years have streamlined the sharing of information and strengthened home school partnerships in the early years of school. Following the 2017 Kindergarten Orientation sessions, parents were asked to complete a survey to ascertain the effectiveness of the program. 100% of the 28 respondents agreed or strongly agreed that their child was looking forward to attending Sans Souci PS after attending the orientation sessions. 67.9% of respondents strongly agreed and 32.1% agreed that the Parent/Carer sessions deepened their understanding the Sans Souci PS ethos and procedures and programs available. Respondents also suggested areas where they would be interested in attending parent workshops. These included: Student Wellbeing, Technology, Literacy and Numeracy. Seven respondents agreed to participate in an annual survey to track responses over time which will provide valuable data to inform future directions.

The review of the school's Student Wellbeing Policy involved modification to the playground procedures to address improvement targets. 2017 TTFM data revealed that our parent responses to 'their child being clear about the rules for school behaviour' scored higher than the average from other school's parent responses. Analysis of school data comparing pre and post survey responses related to the Student Well Being Policy showed an increased positive response about the playground experience for all stakeholders and a greater ability to articulate playground behaviour expectations and their management. The most significant change was a 12% increase in the number of staff now aware of procedures for managing student behaviours school data shows the incidents of negative playground behaviours displayed by students has decreased due to greater student understanding of acceptable playground behaviours.



## Policy requirements

### Aboriginal education

In 2017, Sans Souci Public School celebrated NAIDOC week in the classroom with the theme, "our Languages Matter" that aimed to emphasise and celebrate the unique and essential role that Indigenous languages play in both cultural identity.

A staff member attended our local AECG meeting which was held at Engadine West Public School. The agenda focused on implementing and embedding Aboriginal culture within the classroom and wider community. The teacher was able to provide feedback to the members of the Aboriginal Education and Wellbeing team that deepened staff understanding of strategies to support indigenous students in the classroom.

Three Aboriginal students in Years 5 and 6 from our school were invited to participate in a three day STEM Camp in the Royal National Park, south of Sydney. The camp focused on promoting Science, Technology, Maths and Engineering to indigenous students. Schools from across the state attended the camp, and key note presenters travelled from all over Australia to give inspired messages to the students. This was a valuable opportunity for our students to learn important messages from influential indigenous adults and for different schools to connect with one another. A highlight of the camp was when the students spent an afternoon Meeting the NSW Governor at Government House.

At school a collaborative created mural was composed by indigenous and non-indigenous students from a small scale drawing. Our visual arts teacher used elements of the design to then create a large scale artwork that tells a story about of rain and water in our local community.

We pride ourselves on organising events that connect Aboriginal members of the wider school communities together. Unfortunately, Koori Kids day was twice cancelled due to inclement weather and we look forward to organising this project again in 2018.



### Multicultural and anti-racism education

Sans Souci Public School has approximately 69% of students from a language background other than English (LBOTE) with 36% of students coming from a Greek language background. Close to 40 additional languages make up a diverse student population. EaL/D teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. EaL/D teachers work closely to support class programs by team-teaching or withdrawing students with additional

needs.

The school recognises the importance of participation in events that promote and foster harmony amongst students and community members and encourages positive relationships in the classroom, playground and broader community. 2017 event highlights include Harmony day, a Stage 2 student winning the NSW Multicultural Public Speaking Competition and a visit by the Greek Deputy Minister of Foreign Affairs.

The Community Languages other than English (CLOTE) program continues to flourish at Sans Souci Public School. An increase of two teaching days per week for the Greek language program in 2017 enabled CLOTE Greek teachers to reduce class sizes through the introduction of an additional two day teaching position.

Two staff members are currently trained as Anti-Racism Contact Officers (ARCO). Their role is to deal with any racism issues which arise in the school involving students, teachers and members of the school community. The Anti-Racism Contact Officers are able to advise those involved of their rights and the procedures involved to resolve a complaint. They may also inform staff of any pertinent issues and make suggestions about relevant learning experiences in the classroom with a view to awareness-raising and enhancing student knowledge.