

Sutherland North Public School

Annual Report



2017



3822

Introduction

The Annual Report for 2017 is provided to the community of Sutherland North Public 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

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Message from the Principal

I am very fortunate to once again to have had the opportunity to lead such a strong and vibrant school community. School achievements this year continue to be many and varied across academic, sporting and cultural fields, reflecting our commitment to fostering the development of the whole child. The staff as a whole, are driven by the pursuit of excellence within themselves and for the students. They are deeply invested in nurturing and supporting the students ensuring they have multiple opportunities and a rich learning environment to support their learning and wellbeing.

I thank all of our Administration, Support and Teaching staff who have invested so much of themselves and their expertise in the pursuit of this vision for the benefit of our students and school community. Of course this has only been possible due to the dedicated, enthusiastic and ongoing support we receive from our P&C, parent and community volunteers and the wide variety of professional services who support our school.

Fiona Young

Principal

Message from the school community

A very big thank you to all the parents, grandparents, teachers, staff and volunteers involved at SNPS this year. All of you amazing people make our school the great place it is today. Thank you for investing your time for the benefit of our students.

During 2017, the P&C has continued its wonderful fundraising efforts through the Movie Night, Mother's and Father's day stalls, Easter and Christmas raffles, school disco, Bunnings BBQ, and the chocolate drive. The uniform shop continues to provide excellent service to our families to provide reasonably priced uniforms.

In exciting news, in November the year 3–6 classrooms had air-conditioning installed. Thanks to fundraising this year and in previous years the P&C was able to contribute a large part of the funding for this project.

P&C meetings are held on Wednesday nights at 7.30pm in week 3 and 8 of each term. The purpose of the P&C is to provide a forum for communication between the community and the school so please come along and add your voice. See you in the new year.

Fiona Thoms P&C President

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 and participated in an external validation. 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 of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school was validated at Delivering with a validation of Delivering across all three of the elements; Learning Culture, Wellbeing and Curriculum and Learning. The evidence presented indicated the school has a very positive culture and staff are extremely committed to providing the delivery of rich learning experiences to meet the needs of individual students. The school demonstrates a whole-school approach to well-being. The implementation of Positive Behaviour for Learning program continued its focus 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 data collection that indicates there was a decrease in playground issues during 2017 and student surveys have shown a marked increase in students feeling safe at school and seeking help if needed. The survey data has shown a dramatic decline of students feeling they have been bullied at school.

The Learning and Support Team at SNPS 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 Learning and Support Team have all shown documented evidence of improvement in targeted areas of need. The SCOUT Report also indicated the school has achieved commendable value-added results in 2017.

In the School Excellence Framework domain of Teaching, the school was validated at Sustaining and Growing with a validation of Delivering in the element of Effective Classroom Practice and Sustaining and Growing in the elements of Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

The evidence presented showed SNPS has continued its focus on Learning and Development and Professional Standards in line with Strategic Direction 2 of the 2015–2017 School Plan. The evidence showed that quality teaching and professional practice is occurring throughout the school with a strong emphasis on collaboration amongst the staff. The evidence also confirmed teachers display a shared responsibility for improvement and set high standards of expectation to build effective classroom practice.

The 2015–2017 School Plan prioritised the use of PLAN data to track student progress. The evidence confirmed the school has effectively used PLAN and NAPLAN data to identify the ongoing learning needs of its students. This data was routinely used to increase and adjust learning programs to support students.

Teacher feedback indicated the weekly professional learning sessions were relevant, valued and supported their professional growth. This is evidenced by the consistently high attendance rate of staff at these weekly sessions.

The staff recognised that further improvement can be achieved by having a more consistent approach across the school in the element of Assessment and Reporting. Planning for 2018 includes the implementation of the ACER PAT tests to provide teachers with consistency of data across K–6. This will support other data such as PLAN, Formative Assessment and Visible Learning Strategies.

In the School Excellence Framework domain of Teaching, the self–evaluation process indicated that the school is rated overall as Sustaining and Growing across the Elements; Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards. Further improvement in this domain can be achieved by staff learning to build effective peer feedback skills to inform quality teaching practices.

In the School Excellence Framework domain of Leading, the school was validated at Delivering with a validation of Delivering in the Elements of Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes. The evidence presented in this domain showed the executive staff worked collaboratively to strengthen the learning culture, aligning it to the 2015–2017 School Plan Strategic Directions. Staff were actively engaged in meetings on reviewing milestones and reflecting on their role in achieving them which contributed to the collective ownership by the staff of the 2015–2017 School Plan. Many teachers were encouraged to take the opportunities of leadership roles within the school by managing school events, focus areas and curriculum implementation. Two staff who are aspiring leaders, had the opportunity to relieve in the role of Assistant Principal and co–ordinator of the Learning and Support Team. Evidence also showed parents and community members have the opportunity to engage in a range of school related activities and strong links exist within the community of schools, other educational providers and organisations to support the schools programs.

Our self–assessment and the external validation process will assist the school to refine our school plan, 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

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

In 2017 we had a project around using PLAN software. Staff developed and implemented assessment strategies to ensure accurate data collection. Teachers continued to track and monitor student capabilities and engaged in ongoing professional learning to build their understanding of interpreting the data.

There was an individual needs project that looked at supporting students with specific needs through modified or extension programs. The school also looked at the effective implementation of new syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5 in NAPLAN	QTSS \$ 19,702	SCOUT Data shows that in the Premiers Priority across years 3 and 5 In 2016 we had 42.7% in the top 2 bands NAPLAN Reading and Numeracy 2017 we had 46.38% in reading and numeracy this shows a growth of 3.62% and the trend continues to be positive.
NAPLAN growth at or above state level		SCOUT value added is above state level in kindergarten to year 3. In 2017 SCOUT value added data from year 3 to 5 is at state average and the trend is positive and rated at sustaining and growing. In years 5 to 7 the value added is rated at delivering.
Achievement and growth in Literacy and Numeracy K–6 will be measured and monitored by PLAN registration moving expected number of clusters		Plan data was used K–6 to monitor student growth. Analysis of data has shown 80% of students achieving sound or above in the end of year reports.

Next Steps

Staff use of data to inform, and drive teacher decision making processes to improve students individual learning outcomes will be a focus for the next school plan. Through formative assessment strategies the school will focus on growth in years 5 to 7.

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

In 2017 quality teaching and professional practice continued to be a focus with a strong emphasis on collaboration amongst staff. Teacher Professional Learning sessions were timetabled to occur weekly and staff attendance has continued to be high. All staff confidently engaged with the Professional Development Framework setting and achieving personal and school goals. Teachers engaged in the process of classroom observations and peer feedback to inform and strengthen teaching practices. One New Scheme Teacher was successful in gaining accreditation at Proficient Level and three New Scheme teachers continued to maintain their Proficient Teacher accreditations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students achieving sound or above in all Learning Areas.		PLAN data analysis has shown 80% of students achieving sound or above in the end of year reports.
100% of staff using PLAN data to demonstrate student growth at the expected number of cluster levels.	Professional learning took place after school hours at no cost to the school.	Staff developed proficiency when analysing data and have developed knowledge and understanding of data analysis when planning for learning.
Tell Them from Me teacher survey data shows engagement and improvement in teaching.		Staff attendance and engagement at weekly professional learning sessions remains high. Staff have demonstrated direct links between professional learning and classroom practice and lesson delivery.
100% of staff meeting professional goals through professional learning and feedback with formal written observation of teaching practices.	Professional Learning \$15,916	Professional goals were linked to the school plan and reflected individual career goals and aspirations. Enhanced skills in relation to curriculum knowledge and use of technology is evident in classroom activities.

Next Steps

Professional Learning on Formative Assessment and Visible Learning to build staff capacity in differentiation and use of data to drive student learning. Professional Learning on interpreting a range of data. Whole school implementation of ACER PAT tests to measure student growth based on external performance measures, normed Australia wide.

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

There is a strong collective responsibility between parents and staff for student success through ongoing collaboration, consultation and feedback. The school actively supported the P&C initiatives including a Movie Night, White Ribbon Initiative and BBQ where staff manned the BBQ. Parents and community members are invested in the school and contribute financially to the schools facilities with the installation of air-conditioning units throughout half of the school and student resources.

Sutherland North Public has continued to strengthen its ties with local schools to ensure its students have access to quality enrichment, leadership, public speaking and music and band programs as well as quality professional learning for staff and greater collegiality.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them from Me survey – parent		<p>Parent participation in the Tell From Me Survey has increased with 49 surveys completed an increase of 40 participants.</p> <p>Parents felt the staff are dedicated, caring and place student wellbeing as a high priority. Teachers have a strong work ethic and set high expectations for their students. Programs are engaging and their children 'want to come to school'.</p> <p>Areas for improvement included technology, communication between home and school and a desire for more school excursions.</p>
Sentral data shows reduced playground and classroom incidents	\$5,000	<p>Renewed the annual subscription for Sentral to ensure data collection is consistent.</p> <p>Teachers continued to use student wellbeing books to track and monitor individual students more efficiently and accurately.</p>
Restorative Practices embedded in staff/student interviews with all stakeholders using common language		<p>Staff continued to use the language of Restorative Practices with students and encourage relationships.</p> <p>The community was updated through newsletters about the continuation and strengthening of PBL Restorative Practices across the school.</p>
Increased parent engagement as measured through involvement at P&C, workshops and assisting class programs		<p>School events are well supported by Parents.</p> <p>Parents and community members continued to support teachers in classrooms and other educational programs across the school.</p> <p>P&C meetings continue to have good attendance</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent engagement as measured through involvement at P&C, workshops and assisting class programs		by parents who are actively involved in the school community.

Next Steps

Continue to increase opportunities for community participation to support student learning programs. Implement effective and efficient environmental projects by seeking volunteers to support the staff and students to develop and maintain new projects. School surveys will target parent feedback on Kindergarten and the Year 7 transition programs to strengthen current school practices and programs. Permanent PBL school signage will be purchased and installed in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,968	<p>All 5 students were supported in their learning through Personalised Learning Plans. These were developed in collaboration with parents and staff.</p> <p>Additional Learning and Support Officers (SLSO) support time allocated to support selected students to address learning support needs.</p>
English language proficiency	<p>\$35,407</p> <p>Allocation of a teacher one day per week to deliver New Arrivals Program</p>	<p>EAL/D and New Arrivals</p> <p>The English as an Additional Language or Dialect (EALD) allocation included one day teacher time per week. Students identified through enrolment are supported in the classrooms with extra resources to enhance their attainment of English language. Small groups are withdrawn for intensive work with peers.</p> <p>Students who received New Arrivals funding this year were supported in class and by withdrawal. They worked on individual programs and participated in whole class hands on demonstrations and reading and writing programs. The students received an additional day a week funding to support their learning.</p> <p>The additional support provided increased opportunities for students to participate in school programs.</p>
Low level adjustment for disability	<p>\$61,407 x teacher</p> <p>\$20,000 X School Learning Support Officer</p>	<p>The Learning and Support Team met weekly to monitor targeted students, meet with parents, carers and other professional providers to support the holistic educational needs of the student.</p> <p>The L&ST analysed data from NAPLAN, PLAN and other measures to prioritise student support. School Learning Support Officers were employed to assist students.</p>
Quality Teaching, Successful Students (QTSS)	\$19,705	<p>In 2017, all teaching staff engaged in professional learning through; internal school based meetings, DoE registered courses, after school workshops and leadership courses to ensure continued growth in quality teaching and professional practice to improve student learning outcomes. Teachers at Sutherland North also participated in peer observation lessons, feedback and reflection, collaborative workshops for lesson planning and delivery in line with School goals and PDP's.</p>
Socio-economic background	\$18,703	<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</p>

Socio-economic background	\$18,703	for all students in their focused areas of support.
Support for beginning teachers	\$6,725	One beginning teacher was 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 PDP's.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	124	134	134	144
Girls	119	123	120	121

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	95.2	96.7	96.8
1	97.1	95.1	96.1	96.5
2	96.2	96	96.3	95.4
3	95.7	95.5	97.1	96.2
4	96.1	95.4	95.9	96.6
5	93.7	96	95.2	97.4
6	96.2	94	95.6	97.3
All Years	95.6	95.3	96.2	96.6
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

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
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*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.

Other professional development included;

- Using Data with Confidence
- School Excellence Framework
- Edmodo
- CPR and Anaphylaxis
- School Sport Unit – Cross Country Officials
- Using the NSW Numeracy Continuum

- School Planning Intensive for School Leadership
- Enterprise Financial Planning Tool

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 Actual (\$)
Opening Balance	158,598
Revenue	2,245,074
Appropriation	2,082,178
Sale of Goods and Services	173
Grants and Contributions	159,921
Gain and Loss	0
Other Revenue	0
Investment Income	2,803
Expenses	-2,155,956
Recurrent Expenses	-2,155,956
Employee Related	-1,969,815
Operating Expenses	-186,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	89,119
Balance Carried Forward	247,717

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,888,519
Base Per Capita	38,818
Base Location	0
Other Base	1,849,701
Equity Total	140,484
Equity Aboriginal	4,968
Equity Socio economic	18,703
Equity Language	35,407
Equity Disability	81,407
Targeted Total	0
Other Total	22,047
Grand Total	2,051,051

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.

In Year 3 Literacy, 56.2% of students achieved bands 5&6 in Reading.

78.2% of students achieved bands 5&6 in Writing.

68.8% of students achieved bands 5&6 in Spelling, of those students 50% were in Band 6.

75% of students achieved bands 5&6 in Grammar and Punctuation, of those students 59.4% were in Band 6.

In Year 5 Literacy, 40.5% of students achieved bands 7&8 in Reading.

16.2% of students achieved bands 7&8 in Writing.

32.4% of students achieved bands 7&8 in Spelling.

32.4% of students achieved bands 7&8 in Grammar and Punctuation.

In Year 3 Numeracy, 56.2% of students achieved bands 5&6.

In Year 5 Numeracy, 35.1% of students achieved bands 5&6. 37.8% of these students achieving band 6.

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.

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 From Me (TTFM) survey are presented below.

90–95% participate in extra–curricular activities. This is between 5 to 10% above the NSW Government norm.

74% of students felt that they had someone at school they could talk to and 85% of students reported that they had a positive relationship with their classroom teacher. These percentages are both above the NSW Government norm.

69% of students felt that there were clear rules and expectations for classroom behaviour and that they understood these. This is 2% below the NSW Government norm.

86% of students reported that they feel their teacher has high expectations for success. This is about the same as the government norm.

On average 80% of students feel that important concepts are taught well, class time is used efficiently and that classroom instruction is relevant and well–organised. This is about the same as the NSW Government norm.

On average 87% of students feel they have positive relationships with their peers. Each year this has increased from the first to the second snapshot survey.

89.5% of students feel that they display positive behaviours at school. This is above the NSW Government norm. of 83%.

88% of parents feel the school has effective and supportive welfare programs in place.

48% of parents agree while 52% of parents feel strongly that the school newsletter keeps the community informed about coming events and achievements. S

staff and parents both agreed they would like to see technology as a main focus area of the 2018–2020

school plan.

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 and Training 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.

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.

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. The National Anthem also includes an Aboriginal verse in Dharawal language and is also sung at every assembly.

All students participate in programs that build knowledge and understanding of Aboriginal Australia, including aspects of history, traditional cultures, and current cultures and events. On 1st November 2017, Indigenous students from Endeavour Sports High School, under the supervision of their art teacher Rick O'Brien, came to SNPS and completed an Aboriginal mural on an external wall in the school playground. The mural acknowledges and celebrates the Indigenous heritage of the Sutherland area. Each of the figures in the mural represents Indigenous art that still exists in the local area, in this case, at a rock engravings site only 6km from the school, on Muddy Creek in the Royal National Park. Students also took part in an Aboriginal incursion in recognition of Reconciliation week and NAIDOC week. Students actively participated in an Aboriginal weaving workshop, facilitated by an Aboriginal elder, which provided them with the opportunity to increase their knowledge and cultural awareness.

This year, Alex J. (Year 6) received an Ultimo Network Deadly Kids Award in recognition of his progress at school.

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. 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, students learnt 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. This year's theme was Everyone Belongs. Students participated in activities that focussed on inclusiveness, respect and creating a sense of belonging for everyone across diverse cultural, religious and language backgrounds. A poster competition was also held and some of these designs were displayed at Sutherland Library.

Other school programs

Dance

The Junior and Senior Dance groups had another productive year. A qualified dance teacher was employed this year to further develop the skills of the senior dance students. Both groups performed at the Sutherland Shire Music Festival and various school assemblies. The groups were also entered in Kurrunulla Eisteddfod. This was their first experience performing in an eisteddfod. The senior group was presented with a bronze award and the junior group was presented with a silver award. It was a very exciting ending to their year.

Library

Every student at SNPS attends the Library for lessons and borrowing each week in their class group. The library space is also open for two lunch times a week where the librarian is on duty to promote reading and research. Our students 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.

Following the transfer to the Oliver Library platform our students are now enjoying connecting to our library resources from home in preparation for their lessons at school.

This year, a total of 116 students from Kindergarten to Year 6 successfully completed The Premier's Reading Challenge. For their achievement, these students received a certificate from the librarian as they completed their challenge and a certificate from the Premier of NSW at the end of the year.

This year's Book Week 2017 was celebrated with a "Book Parade". Students dressed as their favourite or most inspiring book character.

A visit from the local Sutherland Shire Council Librarians also took place and was well received by our students. They were engaged in interactive, fun presentations based on the Children's Book Council of Australia Shortlist books and Awards for 2017.

During Open Day and on Grandparent's Day the parents, grandparents, carers and friends were invited to Book Fairs to promote the importance of reading. They were both well attended and everyone enjoyed themselves and the library collection was extended by donated books.

In August the students at SNPS had the opportunity to attend an illustrator's workshop provided by SHAZART. The tutorial took a real hands-on approach and all students were fully engaged and thoroughly benefitted by the interaction with a well-known artist. The session had connections also to the NSW Shortlisted Award books.

By the end of the workshop each student had drawn their own pieces of art of which they were very proud.

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 2018.

PSSA Sport

PSSA sport is a valued primary sports program at Sutherland North Public school, giving children the opportunity to play a variety of competitive sports against other local schools throughout the school year.

In the Winter PSSA competition we entered two senior and two junior netball teams and two senior and junior soccer teams. All teams were competitive throughout the competition. Congratulations to the Junior A Netball team who progressed through to the finals and were eventual Premiers. Both Junior and Senior A soccer teams were standout teams throughout the season and qualified for the finals. The Senior A team were runners up in their final with the Junior A team undefeated Premiers. Junior and Senior B teams were given the opportunity to test their skills against children from

other schools, many playing competitive matches for the first time. All children played with great team spirit and sportsmanship.

In the Summer PSSA competitions our school competed in touch football, cricket, tee-ball, softball and basketball. The children showed great team work and commitment during the competition. The Senior Boys Cricket team were runners up after a successful season in Division 2. Both boys and girls junior tee-ball teams won their finals in close high scoring games and the girls softball team narrowly missed the finals based on for and against points.

Well done to all our students for their hard work and application during training and games. A big thanks to our coaches Ms Coates, Mr Fleming, Miss Maloy, Mrs Rees and Mrs Te Puke for coaching the teams and refereeing games.

Additionally, we had a number of children selected to represent Sydney East for their respective sports. Taylor L. (Year 6) was selected to represent Sydney East in the State Hockey Carnival and Joshua K. (Year 6) selected to represent Sydney East in the State Basketball Tournament. Blake K. (Year 6) successfully gained selection in the Sydney East Boys Softball Carnival and Sydney East Boys AFL Carnival. Congratulations to all trialists throughout the year for your efforts and enthusiasm towards PSSA sport.

Sport Carnivals

In February, students aged 8 and older 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 27 students attending.

On Wednesday 3rd May, students aged 8 and older braved the brisk conditions and ran Cross Country. Students aged 8–10 ran 2km and students aged 11–13 ran 3km. It was a great morning with many memorable performances. We had tumbles and trips with miraculous recovery and a Year 3 student who smiled the entire race! We appreciate the presence of parents and family members who came to cheer their children on. In particular, we thank Mr and Mrs Elton and Mrs Stone. They assisted for almost 2 hours on the course and marking laps. Thank you!

We had many standout performances at the Zone Cross Country Carnival. Some individual and some team performances showed the strength of our school's running. Each race had 60 contenders and both our 8–9 years boys and 10 years boys all finished in the top 16. In the 8–9 years boys, which was the last race of the day, we finished with 2nd, 3rd, 13th and 16th; in the 10 years we finished with 5th, 7th, 13th and 16th. Well done to all students and age-groups.

Sutherland North Public School sent the following 6 students to the Regional Carnival at Miranda Park on Wednesday, 14th June: Angus H. (Year 3), Isaac L.

(Year 3), Tyler M. (Year 4), Kosta M. (Year 6), Hayden S. (Year 6), Neve J. (Year 3). Well done to Kosta M. who continued to show his strength as a runner, making it to the State Cross Country Carnival again this year.

This year, our school Athletics Carnival was split across two days. In July, Years 2–6 attended Sylvania Waters Athletics Track to compete in a variety of track and field events. 41 students progressed to the Sutherland Zone Athletics Carnival and achieved some amazing results including Junior Age Champion awarded to Kosta M. (Year 6). From there, 5 students attended the Sydney East Athletics Carnival and tried their best against students from around the Sydney metropolitan area. Congratulations to Joshua K. (Year 6) who went on to compete in high jump, at the Pacific School Games, held in Adelaide.

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

ICT

Sutherland North Public School entered a Year 5 and a Year 6 team in 2017 ANSTO (Australian Nuclear Scientific Technology Organisation) Top Coder Competition. The Year 5 team came first in their heat and qualified to participate in the ANSTO Top Coder Competition Grand Final. An ANSTO Top Coder Club was established to introduce computational thinking and coding skills to Stage 3 students by using the Scratch programming language. The ANSTO Top Coder Club was coached by a parent volunteer with the assistance of several Sutherland North Public School teachers. Several Sutherland North Public School teachers were key members of the ANSTO Top Coder Competition Committee that work in partnership with ANSTO to increase the participation of students in this competition across Sydney to over 160 students. The Scratch Junior app was installed on all school iPads to introduce coding skills to students in K–2.

The Department's ET4L rollout saw an additional allocation of 8 notebook computers. The school has acquired 1 new touchscreen notebook, used to run assemblies and as a trial for function and usability in classrooms. This acquisition aims to increase student access to devices that improve their digital literacy. The devices have been successfully used in Years 4–6, allowing student directed learning through Google Drive. Desktop computers in K–4 classrooms are in place to assist student skill development with technology. Notebooks and iPads are now more accessible to younger students with regular use of technology integrated with, and enriching, daily learning activities.

These steps are prerequisites to the progression towards BYOD – Bring Your Own Device for Stage 3 students at Sutherland North Public School.

Junior and Senior Choir

The Sutherland North Public School Junior and Senior Choir performed at the 2017 Sutherland Shire Schools' Music Festival, the ANZAC Day Commemoration, Thomas Holt Nursing Home and the Sutherland North Public School Performing Arts Concert. Both choirs learned songs that required an understanding of harmony, pitch, tempo, dynamics, beat and foreign languages. The Junior and Senior Choir were given an opportunity to sing with accompaniment from professional musicians at the 2017 Sutherland Shire Schools' Music Festival.

International Competitions and Assessments (ICAS)

Forty six children participated in the 2017 International Competitions and Assessment for Schools (ICAS) Mathematics competition this year. They received 4 distinctions, 15 credits, 5 merit and 33 participation certificates. Forty four students participated in the ICAS English competition. They received 2 distinctions, 13 credits, 6 merit and 33 participation certificate. Forty three children who participated in the 2017 International Competitions and Assessment for Schools (ICAS) Digital Technologies competition. They received 1 distinction, 11 credits and 5 merits an outstanding result.

SRC Annual Report

During 2017, 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 such as the Anzac Day Service. The SRC held a pyjama day to raise money for the Pyjama Foundation, raising over \$300 for children in foster care. The SRC also assisted in the organisation and running of our annual school disco, which raised over \$600 for our school. They put up and decorated our Christmas Giving Tree and all donations were distributed to families in need at Christmas.