

# Sadleir Public School

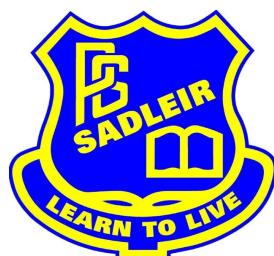
## Annual Report



### Sadleir Public School



2017



4319

# Introduction

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

Matthew Ralph

Principal

## School contact details

Sadleir Public School

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9607 8201

## Message from the Principal

It is with great pleasure that I present the 2017 Annual Report. I sincerely thank parents and staff for their continuing dedication to our students. Sadleir Public School is committed to providing pathways to success for all students.

As well as quality learning programs in all Key Learning Areas, students enjoyed success on the sporting field, with a large number of students representing the school in local PSSA competitions and regional teams. In performing arts, all students participated in weekly music lessons and a significant number students represented in dance and choir at the Western Liverpool Festival of Performing Arts. Aboriginal students celebrated Aboriginal cultures with local secondary and primary students at the 2168 Community of Schools NAIDOC day.

In 2017 the school undertook External Validation. This proved to be a great opportunity to evaluate programs and their impact on student learning and wellbeing outcomes. 2017 saw the introduction of Early Action for Success at Sadleir Public School. Two Instructional Leaders led the implementation process and all K–2 teachers completed extensive literacy and numeracy based professional learning. Student data was regularly reviewed and interventions implemented to maximise success for all students. Through strategic human resourcing, students received additional support in the classroom. The impact in kindergarten resulted in a greater number of students in the higher levels in both literacy and numeracy compared to the previous years.

In 2017, Sadleir Preschool was accredited in accordance to the National Quality Standards by the Australian Children's Education and Care Quality Authority (ACECQA). The preschool received the high ranking of Exceeding.

Sadleir Public School made a commitment to engage parents in the learning process and school improvement. Parents and community members were involved in many successful programs during 2017. An increasing core set of parents enhanced school programs through P&C run school events.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Matthew Ralph

Principal

## **Message from the school community**

It has been a privilege to serve as the P&C President in 2017. Through the efforts of dedicated parents, P&C executive, school staff and supportive local businesses, the P&C ran a number of very successful events. These included Mother's Day and Father's Day stalls, mufti days, cake/coffee stall, raffles and the very successful colour run . The P&C continued to build on the success of our school canteen including greater alignment with national healthy eating guidelines. The P&C funded multi-purpose court was completed in November 2017. P&C meetings have continued to be well attended with an average of 20 participants at each meeting. We look forward to welcoming new members to the P&C during 2018.

Safaa Achour

P&C President

## **Message from the students**

Student Leaders

Our experiences as school captains have been amazing. We were very honoured to have been elected by the students of Sadleir Public School. Our responsibilities were wide ranging and we were often required to work collaboratively with teachers and students to organise events and plan improvements for our school. We've loved being school captains at Sadleir Public School. We've helped with many fundraising activities and we have supported the new breakfast club most mornings. We also used the breakfast club to get to know younger students in the school. Running the ANZAC Day assembly and performing special tasks have been highlights for us. Being a school captain has developed our confidence in speaking in front of the whole school and improved our leadership skills.

Ryan Vergara and Tiana Saunders

School Captains

# School background

## School vision statement

Provide all students with pathways to success through equity and excellence in education within a safe, inclusive and engaging learning environment.

## School context

Sadleir Public School was established in 1963. The school is located in South West Sydney and is a member of the Liverpool Network of Schools in the Ultimo Group.

The school is set on spacious grounds and is situated in a residential area which accommodates both public and private housing. The majority of students live within walking distance of the school. Sadleir Public School receives equity funding to support the needs of students from low socio-economic backgrounds.

Sadleir Public School provides high quality education for students from Preschool to Year 6. There are 16 classes from Kindergarten to Year 6 including 3 support classes for students with Autism and intellectual disabilities. The school has a full time DoE preschool with an enrolment of 40 children.

The school caters for a diverse student population. 5% of students identify as Aboriginal or Torres Strait Islander. Approximately 74% of students have a language background other than English. There are currently 18 language backgrounds represented, including Arabic (49%), Vietnamese (6%) and Samoan (4%). Arabic is offered through a weekly community language program.

The school has 28 teaching staff and 9 School Administrative and Support staff. There is a mix of experienced and early career teachers.

Sadleir Public School is a member of the 2168 community of schools and operates a strong transition program with Ashcroft High School. The school is committed to the provision of an engaging and rich curriculum in a caring and supportive environment.

In 2017 Sadleir Public School became a Phase 2 Early Action for Success school with an Instructional Leader allocation of 1.2.

## 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 (SEF), school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in 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 domain of Learning the school's self-assessment is consistent with the evidence presented in 4 elements and was validated at the Delivering stage using the School Excellence Framework. In the element of Learning Culture the evidence presented indicated the school was operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment was consistent with the evidence presented in 4 elements and was validated at the Delivering stage or the Sustaining and Growing stage using the School Excellence Framework. In the element of Data Skills and Use the evidence presented indicated the school was operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment was consistent with the evidence presented in two elements and was validated at the Sustaining and Growing stage using the School Excellence Framework. In the element of leadership the evidence presented indicated the school was operating at the excelling stage. In the element of chool Planning, Implementation and Reporting the evidence presented indicate the school was operating at the sustaining and growing stage.

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

Developing successful learners

### Purpose

Empower students with literacy and numeracy skills and the personal resources for future success and wellbeing, including the skills to become confident and creative individuals and active and informed citizens.

### Overall summary of progress

In 2017, the school commenced Early Action for Success as a Phase 2 school with an allocation of 1.2 Instructional Leaders. K–2 teachers attended weekly professional learning relating to the literacy and numeracy continuums and the English and mathematics stage outcomes and content. K–2 staff participated in fortnightly professional learning in Language, Learning and Literacy(L3) and implemented the literacy strategies into their classrooms. Teachers analysed school based assessment and NAPLAN trends, including item analysis and monitored student progress against the literacy and numeracy continuums. This data was used to drive differentiated learning programs across the school.

Positive Behaviour for Learning has been established school wide with weekly lessons and a new reward system implemented that ensured students were explicitly taught school community expectations for being safe, respectful, learners.

Learning and support team processes have been improved to monitor student progress in Literacy and Numeracy. This enabled us to improve early identification and intervention to ensure that identified students had personalised learning plans to meet their academic, social and emotional wellbeing needs. Students and families with complex wellbeing and health needs were referred to the health coordinator who worked with families to access services and improve outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student performance in literacy demonstrated by at least 60% students achieving PLAN data benchmarks and achieving above minimum standard in NAPLAN.	\$186 466 = 1.2 EAfS Instructional Leader positions.  \$71 000 to supplement 0.3 allocation for additional stage 1 class to maximise EAfS strategies.	84% of Year 2 students achieved PLAN data benchmarks in literacy.  72% of Year 3 students achieved above minimum standard in NAPLAN Reading.  60% of Year 5 students achieved above minimum in NAPLAN Reading
Improved student performance in numeracy demonstrated by at least 60% students achieving PLAN data benchmarks and achieving above minimum standard in NAPLAN.	\$186 466 = 1.2 EAfS Instructional Leader positions.	65% of K–2 students achieved PLAN data benchmarks in numeracy.  67.5% of Year 3 students achieved above minimum standard in NAPLAN numeracy  70.5% of Year 5 students achieved above minimum standard in NAPLAN numeracy.
Increased number of students accessing targeted wellbeing interventions.	Positive Behaviour for Learning Tier 2 interventions \$ 7500  \$4570 for teacher release and PBL resources including rewards  Health Coordinator FTE 0.2	All mainstream and support unit students participating in Tier 1, 2 and 3 Positive Behaviour Learning (PBL) Interventions including weekly lessons  PBL matrix updated after community feedback to drive expectations.  Tier 2 PBL interventions including Kids Xpress, mindfulness and playground programs implemented. 54 students accessed Tier 2 programs.  22 families supported directly by health coordinator

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students accessing targeted wellbeing interventions.		interventions.
Increased number of students achieving individualised learning plan goals.	\$178 008 for Student Learning and Support Officers literacy and numeracy interventions.  Aboriginal SLSO \$11 000 to support Aboriginal student literacy and numeracy learning and Personal Learning Pathways (PLPs)  \$2500 for PLP planning and 2168 NAIDOC participation.  \$20 000 Speech therapy	100% of K–2 students achieving below PLAN data benchmarks received additional individual and small group support from SLSOs  3–6 students with additional learning and support needs supported by in class SLSOs  100% of Aboriginal students had PLPs supported by families, Aboriginal SLSO and class teachers.  Students identified received regular school funded speech therapy.

## Next Steps

- PBL signage to reinforce positive language and behaviour expectations in all school locations and contexts.
- Tiered interventions K–4, implemented to meet the literacy and numeracy needs of all students.
- Professional learning for all teachers on new learning progressions in literacy and numeracy.
- Targeted Early Numeracy (TEN) training for new teaching staff.
- L3 training for new staff.

## Strategic Direction 2

Fostering quality teaching & leadership

### Purpose

To create a culture of professional expertise and individual and collective capacity, where all teachers are engaged in ongoing, relevant and evidence based learning that maximises their effectiveness as educators and leaders.

### Overall summary of progress

All teaching staff at Sadleir Public School set professional learning goals in line with the Performance and Development Planning process. Staff attended professional learning to support their own personal Performance and Development Plans throughout 2017. K–2 Teachers participated in Language, Learning and Literacy (L3) training on a fortnightly basis, these teachers were observed by L3 trainers and worked in collaboration with Instructional Leaders to develop their expertise in teaching literacy.

The preschool participated in the Rating and Assessment process and received an exceeding rating for the play-based learning program. The support unit staff undertook several learning sprints as part of the research based Community of Schools professional learning program.

All beginning teachers worked with a mentor teacher and the executive staff lead the development and implementation of instructional collaboration processes school wide to share expertise and develop the collective capacity of the staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individualised professional learning is directly linked to Strategic Directions and Performance and Development plans.	\$124 310 Equity Funded DP to lead professional learning and strategic planning including collaborative practices and system development  \$ 41 826 for beginning teacher support including professional learning and teacher release related to mentor program.	100% of PDPs aligned to teaching standards, strategic directions and/or job descriptions.  100% of beginning teachers accessed additional professional learning and participated in mentoring program focusing on curriculum implementation, classroom management and student wellbeing.  All staff completed PL aligned to Strategic Direction Teams.
Improved student outcomes, as a result of quality teaching and collaborative practices, to develop and deliver high quality teaching and learning programs.	\$124 310 Equity Funded Deputy Principal to lead professional learning and strategic planning including collaborative practices and system development  \$10 000 for writing professional learning including literacy consultancy and teacher professional learning.	100% of K–2 students participated in Language Literacy Learning (L3) program.  Students literacy and numeracy data was reviewed and analysed by teachers and instructional leader on a weekly basis to drive teaching programs and maximise learning for all students.  100% of 3–6 teachers participated in writing professional learning, team teaching and work sample moderating activities.
All staff actively contribute to a culture of self-reflection and evidence based practices.	\$21 515  L3 professional learning and teacher release time for instructional leader mentoring and team teaching	All staff completed PL aligned to Strategic Direction Teams.  All K–2 staff met weekly with instructional leaders to review data and plan for improvement.
Successful Preschool rating and	Employment of additional	Sadleir Preschool is accredited in accordance to

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
assessment through ACEQUA National Framework.	staff \$4905	the National Quality Standards. Assessment and Rating = Exceeding.

**Next Steps**

- Continued Early Action for Success in 2018 with a 1.2 Instructional Leader Allocation
- Whole school curriculum review professional learning relating to all learning areas.
- Stage based collaborative professional learning to increase consistency in teacher judgement, planning and development of innovative teaching and learning activities.
- Evaluation of school wide scope and sequences and syllabus implementation including assessment practices in accordance with NESA compliance guidelines.

### Strategic Direction 3

Developing positive & productive partnerships

#### Purpose

Strengthening family and community engagement in learning to develop a culture of collaboration, excellence, equity and high expectations that maximises student learning and wellbeing outcomes.

#### Overall summary of progress

Sadleir PS has made a commitment to strengthen parent and community engagement for student learning. The creation of a Community Liaison Officer position and the extension of the school's contact with the community through social media have enabled this to occur. Many successful programs are running that parents and community members can be involved in. These include parent excursions, weekly playgroup, P&C meetings and working groups, weekly parent café and workshops and education courses. An increasing core set of parents enhance the school programs through P&C run school events.

In 2017, the P&C successfully applied for a Community Building Partnership Grant of \$115 000 for a new multi-purpose sports court. The court was constructed and completed by the end of Term 4, 2017.

The school provided a range of parent workshops throughout the year. The school offers parent education activities in response to identified need and parent requests. These sessions are designed to increase parents' ability to help their children learn at home, promote the value of education in the community, raise parent and student expectations and provide parents with important skills to enhance their own capabilities.

Sadleir Public School has continued its partnership with the University of Western Sydney, Mission Australia's Kids Xpress Program, Life Skills group "Mindfulness in Action", PCYC and Learning Links, providing students at Sadleir with access to a wide variety of programs to enhance their educational experience. In 2017 the school employed a health coordinator in partnership with Ashcroft HS to work with families and increase wellbeing outcomes for students at risk.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement of parents in targeted interactions to support student learning and wellbeing.	\$65 509 Employment of 1.0 FTE Community Liaison Officer.  \$4000 resources for Parent and Community Room, Playgroup and Breakfast Club  \$5500 for SLSO and Homework Club resources	Establishment of 5 day a week breakfast club. Average attendance in Term 4 = 35 students.  Weekly playgroup for students 3 and 4 years. Average attendance in Term 4 = 15 children.  Average attendance at P&C meetings = 20  Homework Club program. 24 students attended in Term 3 and 4. Student priority based on equity.
Effective sustainable partnerships with local and wider community organisations.	\$20 500 employment of School Health Coordinator + CLO	Over 25 families supported through access to services.  Support from external agencies including Mission Australia, Autism Australia, Foodbank, Family and Community Services and Disability Services.
Improved whole school communication systems.	Community Liaison Officer \$65 509  SENTRAL communication platform \$ 2500  EBS4 based professional learning \$1000	EBS4 communication system utilised by administration and teaching staff.  Weekly Parent Café. Av attendance = 10.  Regular updates on Facebook to celebrate achievements and communicate. 655 followers.  Full implementation of SchoolBag App.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved whole school communication systems.		Online fortnightly newsletter.

## Next Steps

- Continue employment of a Health Co-ordinator to improve wellbeing outcomes by linking members of the school community to relevant health services.
- Increase parent learning and wellbeing initiatives including continued weekly parent café, weekly playgroup, frequent parent workshops with specialised teachers and learning.
- Seek and promote external partnerships to enhance student learning and wellbeing outcomes.
- Continue streamline communication systems.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$13 780</p> <p>The employment of an Aboriginal SLSO to enhance student learning and wellbeing.</p> <p>2168 NAIDOC event</p> <p>Year 6 transition buddy camp.</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$5 000.00)</li> </ul>	<p><i>Strategic Direction 1</i></p> <p>100% of Aboriginal students developed Personal Learning Pathway goals. Parents, students and teachers contributed to the PLP process. All students made progress across the literacy and numeracy continuums.</p> <p>Targeted literacy and numeracy support to identified students.</p> <p><i>Strategic Direction 3</i></p> <p>Aboriginal students attended the second annual 2168 NAIDOC celebration .Aboriginal culture was celebrated and community partnerships strengthened.</p>
<b>English language proficiency</b>	<p>\$142 204 staff allocation</p> <p>\$21 718 flexible funding utilised to supplement Arabic SLSO and purchase language based resources.</p>	<p><i>Strategic Direction 1</i></p> <p>EALD programs enables students access the curriculum and achieve equitable educational outcomes.</p> <p>All students are in the developing or consolidation phases and are progressing along the literacy and numeracy continuums.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teachers (FTE 1.7– \$172 676)</p> <p>\$65 137 utilised to employ a Student Learning and Support Officer to support literacy and numeracy interventions.</p>	<p><i>Strategic Direction 1</i></p> <p>Funds used to support students in regular classes with additional learning and support needs.</p> <p>65 students were identified as requiring disability adjustments.</p> <p>The school's learning support team processes have continued to be enhanced</p> <p>Staff attended PL focusing on differentiation, learning support and developing effective partnerships with parents of students with disabilities such as autism.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$46 673 for executive release and instructional collaboration</p>	<p><i>Strategic Direction 2</i></p> <p>Funds were used to provide additional time for K–2 teachers to meet with EAfS Instructional leaders for the purpose of reviewing weekly literacy and numeracy data and planning to maximise individual student progress.</p> <p>Release time for executive team members to establish collaborative practices across the school including lesson observations of expert teachers, team teaching and mentoring.</p>
<b>Socio-economic background</b>	<p>\$30 472 (FTE .3)</p> <p>Employment of an additional teacher to provide additional support to K–2 students and EAfS implementation.</p>	<p>Parent engagement and satisfaction as measured by attendance at parent café, workshops, school events and Tell Them From Me data has increased. Feedback from parents has been positive in terms of the establishment of community room and the</p>

<b>Socio-economic background</b>	<p>Establishment of 0.8 DP \$124 500</p> <p>Employment of a Health Coordinator/nurse \$21 152</p> <p>Establishment of additional K–2 class \$71 102</p> <p>Community Liaison Officer position FTE 1.0</p> <p>Student Learning and Support Officers (additional) \$117 738</p> <p>Resources (lit/num) \$24 918</p> <p>Writing professional learning + casual release \$30 000</p> <p>Additional teacher PL related to L3 implementation. \$21 000</p>	<p>community liaison position.</p> <p>Members of the school leadership team attended professional learning focusing on the research of John Hattie and the School Excellence Framework.</p> <p>K–2 teachers trained in L3 and TEN. 85% of year 2 students achieved PLAN data benchmarks.</p> <p>A school funded DP led school initiatives focusing on strategic directions.</p> <p>Targeted support for individual students and interventions to address school based and external data trends. DP collaboratively planned and implemented professional learning and school systems to enhance the effectiveness of the learning support team.</p> <p>Student Learning and Support Officers were employed to provide individualised early intervention literacy and numeracy support</p> <p>Additional funds utilised for community projects including community room, community workshops and breakfast club. Health Coordinator increased service access and wellbeing support for students at risk.</p>
<b>Support for beginning teachers</b>	<p>\$41 826</p> <p>Additional release time for beginning teachers and identified teacher mentors. Targeted Professional Learning based on PDP goals and negotiated focus areas.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 000.00)</li> </ul>	<p>Beginning Teachers provided with mentors. All beginning teachers provided with further allocated time for additional professional learning and programs preparation and reflection including data analysis.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>\$12 750</p> <p>Employment of a Arabic student learning and support officer.</p> <p>Resources for homework club.</p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$2 000.00)</li> </ul>	<p>Refugee and newly arrived students were identified and assessed for immediate support to assist transition to school.</p> <p>All refugee students attended our homework centre. Specialist EALD and Arabic Community Language teacher focused on English language for students and families and social skills for students.</p> <p>Learning support team monitored progress and assisted families as required.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	150	166	165	177
Girls	114	141	141	158

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	91.5	94.5	92.1
1	95.6	94.1	93	91.7
2	93.4	93	94.6	89
3	94.6	92.9	95.6	91.8
4	94.3	89.7	90.6	94.6
5	96.4	93.4	93.4	89.4
6	95.6	95.6	93.7	89.2
All Years	94.6	92.9	93.7	91.2
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

In 2017, our daily attendance rate was 91.20%. All staff proactively promoted regular attendance within their classrooms by creating inclusive, supportive classroom environments. They recorded attendance each day and regularly made phone calls home to parents if students were absent for several days, in accordance with our Attendance Policy.

Classroom teachers, school executive and the Community Liaison Officer regularly engaged in conversations with both the students and parents regarding the importance of punctual attendance to school. This was reinforced with awards presented at the end of each term for students who have achieved 100% attendance. Classes were also presented awards

for highest weekly percentage at school assemblies on Friday mornings.

### Class sizes

Class	Total
KM	18
KE	18
KD	17
12M	20
1R	20
1K	20
2J	24
34B	28
34T	28
34H	28
56W	26
56S	25
56A	25

### Structure of classes

Our classes were formed to meet the educational and social needs of our students within the Department of Education (DoE) guidelines for class sizes. In 2017, Sadleir Public School had 16 classes, including 13 mainstream classes and 3 support classes for students with an Intellectual Mild, Intellectual Moderate or Autism Spectrum Disorder diagnosis. The school utilised equity funding to employ additional classroom teachers, allowing the school to decrease the teacher to student ratio and increase individual support in classes K–6.

# Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	13.95
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	7.07
Other Positions	1

\*Full Time Equivalent

In 2017, Sadleir Public School became an Early Action for Success (EAfS) school. The school received an allocation of 1.2 Full Time Equivalent (FTE) Deputy Principal Instructional Leaders with an additional 0.8 Deputy Principal funded through equity funding.

The school was also the base school for the Department of Education's Assistant Principals Learning and Support who are shared with a number of schools as part of the Ultimo Schools group.

Nine permanent teachers were on full time or part time maternity and/or special leave during 2017. There were 9 beginning teachers employed at Sadleir Public School in 2017.

One 2017, staff member identified as Aboriginal or Torres Strait Islander.

## Workforce retention

Sadleir Public School had a large change of staff in 2017, with 5 of the 2016 executive staff, including relieving and school funded, gaining promotion positions at other schools. This led to the opportunity for aspiring leaders to take on relieving executive roles. Two targeted graduates were appointed to the school in 2017.

## 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	35

## Professional learning and teacher accreditation

All staff participated in professional learning in a variety of areas in 2017. This was funded through Teacher Professional Learning and Beginning Teacher funding, as well as, school global and equity funding. Sadleir Public School built the capacity of teachers in 2017 through:

- weekly Professional Learning meetings for all teachers relating to strategic directions.
- mandatory professional learning, including Code of Conduct, Disability Framework, Anaphylaxis, CPR, Epilepsy and Child Protection.
- professional learning and implementation of Language, Learning and Literacy (L3) intervention for Early Stage One and Stage One. In order to ensure consistency of pedagogy to support the successful transition to Early Action for Success.
- Staff Development Days for all staff focusing on the School Plan and strategic directions, the School Excellence Framework, performance and development goals and reflection on current practices.
- external professional learning activities aligned to individual teachers' Performance and Development Plan goals, school strategic directions, student learning and student wellbeing needs. This has developed the capacity for staff to lead Professional Learning in areas of interest and student need.
- extensive professional learning with a literacy consultant. Teachers worked with quality texts, as a model and stimulus, to deliver writing programs that foster the use of functional devices in order to create purposeful texts.
- Targeted Early Numeracy (TEN) training with a TEN Facilitator.

## 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 (\$)
<b>Opening Balance</b>	479,036
<b>Revenue</b>	4,946,945
Appropriation	4,855,914
Sale of Goods and Services	29,649
Grants and Contributions	59,672
Gain and Loss	0
Other Revenue	0
Investment Income	1,710
<b>Expenses</b>	-5,092,602
Recurrent Expenses	-5,092,602
Employee Related	-4,466,052
Operating Expenses	-626,549
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-145,656
<b>Balance Carried Forward</b>	333,379

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.

2017 NAPLAN literacy results indicated that:

- 72% of Year 3 students achieved above minimum standard in reading.
- 60.5% of Year 5 students achieved above minimum standard in reading.
- Year 5 students average scaled growth score in reading was 80.6.

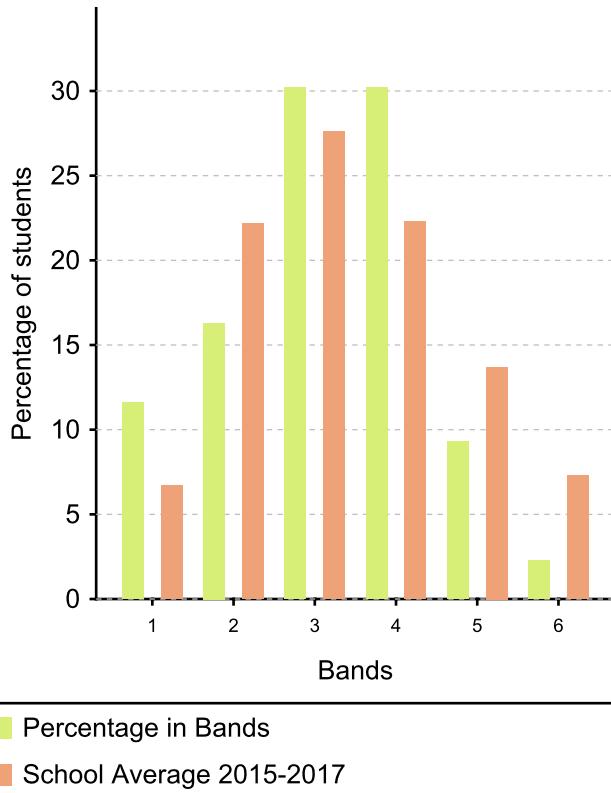
### Financial summary equity funding

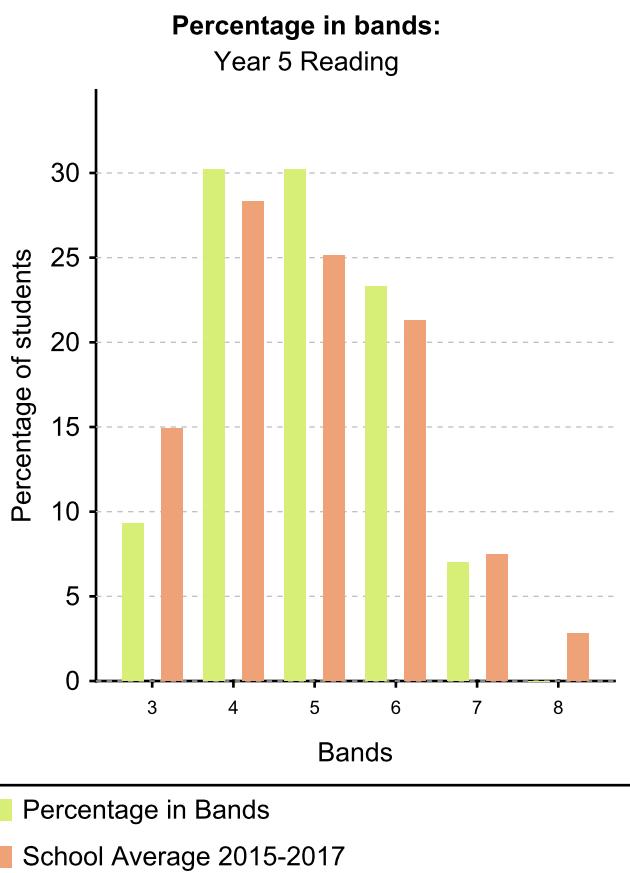
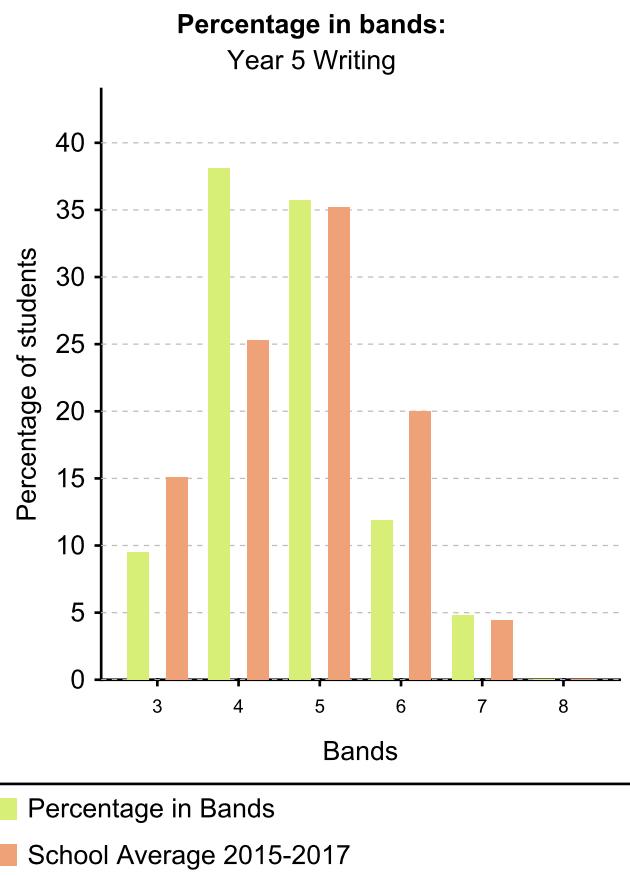
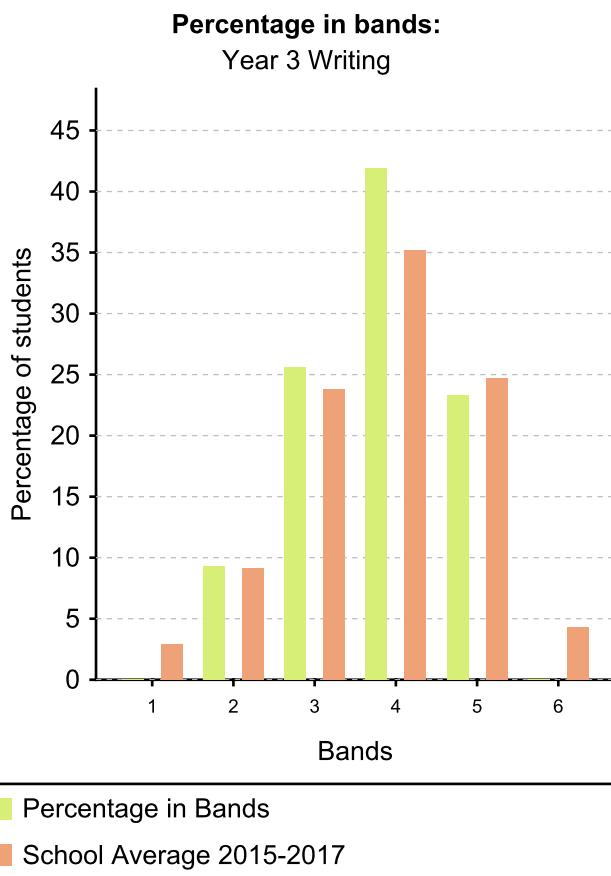
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	2,198,684
Base Per Capita	51,796
Base Location	0
Other Base	2,146,889
<b>Equity Total</b>	1,053,208
Equity Aboriginal	11,042
Equity Socio economic	640,432
Equity Language	163,922
Equity Disability	237,813
<b>Targeted Total</b>	545,273
<b>Other Total</b>	901,777
<b>Grand Total</b>	4,698,942

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.

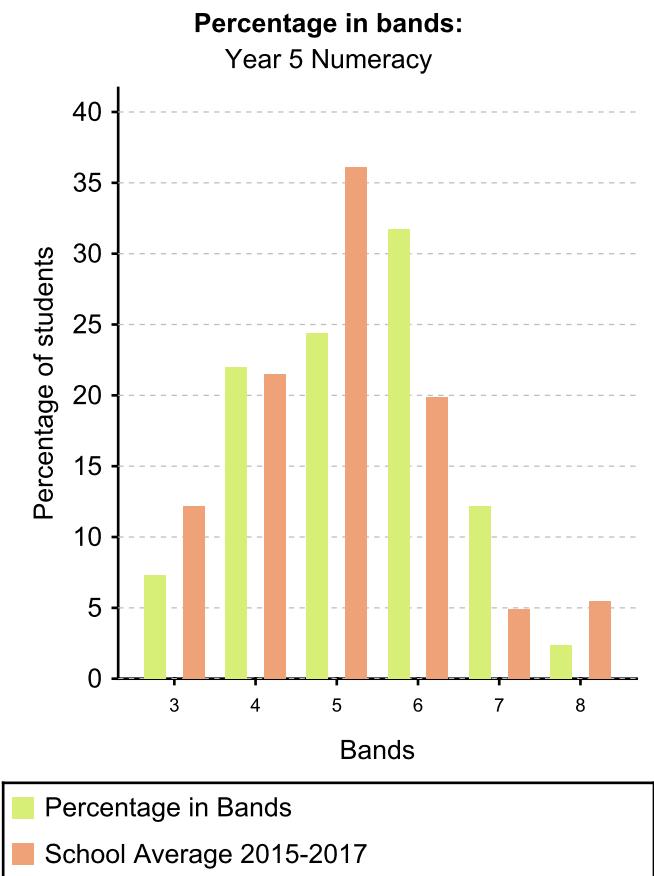
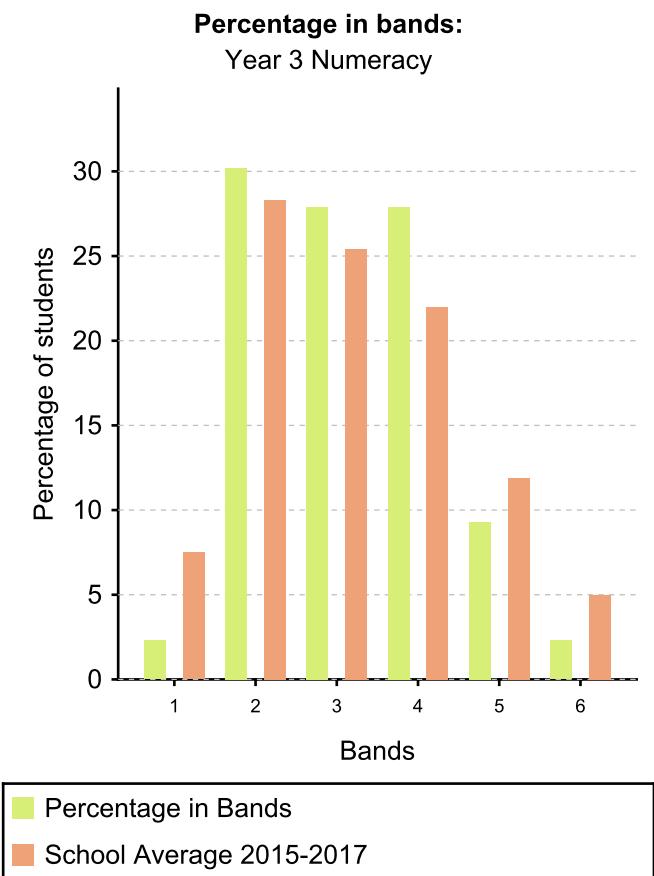
Percentage in bands:  
Year 3 Reading





In 2017, 43 Year 3 students and 41 Year 5 students completed the numeracy component of the National Assessment Program. The numeracy results indicated that:

- 67.5% of Year 3 students achieved above the national minimum standards.
- 70.5% of Year 5 students achieved above minimum standard in numeracy.
- Year 5 students' average scaled growth score in numeracy was 103.5.



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

In accordance with the Premier's Priorities: Improving

education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands:

- 33.3% of Year 3 Aboriginal students achieved in the top two bands in NAPLAN numeracy.
- 25% of Year 5 Aboriginal students achieved in the top two bands in NAPLAN numeracy.
- 0% of Year 3 and Year 5 Aboriginal students achieved in the top two bands in NAPLAN reading.

## Parent/caregiver, student, teacher satisfaction

Each year Sadleir Public School welcomes the feedback of parents, students and staff. In 2017 the school conducted the Tell Them From Me survey looking at school and classroom effectiveness. The surveys are then scored on a ten point scale.

0= strongly disagree and 10=strongly agree.

### Parents

The Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The results from 26 respondents indicated that:

- parents felt welcomed when visiting the school **9.1**
- parents supported learning at home by encouraging their children to do well at school **9.4**

### Staff

The Teacher Survey is based on two complementary research paradigms: effective schools research and classroom practices.

The results from 20 teaching staff respondents indicated that:

- teachers collaborate with other teachers regarding strategies to increase student engagement **8.3**
- teachers set high expectations for student learning **8.8**

### Students

The Student Survey measures twenty indicators based on the most recent research on school and classroom effectiveness.

The results from 103 student respondents indicated:

- students find classroom instruction well-organised, with a clear purpose and with immediate feedback that helps them learn **8.8**
- students feel teachers are responsive to their needs and encourage independence with a democratic approach **8.6**

## Policy requirements

### Aboriginal education

Sadleir Public School enables students to develop and extend their knowledge and awareness of Aboriginal culture and history through inclusive programs and practices. This is embedded into all teaching and learning programs devised by classroom teachers. Sadleir Public School also ensures that all students from Aboriginal or Torres Strait Islander background have Personalised Learning Pathway plans which are developed and implemented within the classroom by the classroom teacher and support staff. They are aimed at targeting individualised goals for each student and improving their academic skills and learning outcomes.

Throughout the year, our school has engaged in a range of activities which promote and create awareness of Aboriginal cultures. The school was a part of the 2168 Community of Schools NAIDOC Day Celebration. Students from Years 3–12 from 10 schools participated in a variety of cultural activities at Miller Public School. Students at Sadleir Public School were also invited to attend the Bangarra Dance Performance at the Opera House and Kindaimanna Day at Busby Public School to celebrate and recognise the culture of Aboriginal and Torres Strait Islander peoples.

### Multicultural and anti-racism education

Sadleir Public School is comprised of students, staff and parents/carers representing diverse cultural and linguistic backgrounds. Appreciation and acknowledgement of diversity within Sadleir Public School's population has been celebrated through events such as Harmony Day, Aboriginal student leadership conference and NAIDOC. We greatly promote inclusivity and a racism-free environment.

The school celebrated Harmony Day by including all Sadleir Public School stakeholders to participate in events promoting greater understanding and appreciation of our differences. In 2017 students attended several events and parents provided a multicultural food festival on Harmony day to showcase fantastic foods from around the world.

A staff member was trained as the ARCO (Anti-Racism Contact Officer). The ARCO led anti racism training for students and provided conflict resolution support as required.

### Other school programs

#### Breakfast Club

The breakfast club was established as a trial in Term 1 2017, two days a week as a proactive targeted intervention to promote the wellbeing of our students. This was increased to five days a week from Term 2

onwards as a result of the positive impacts on student attendance, student and staff feedback and in response to a speech given by a Stage 3 student as part of the 2168 Student Parliament project. Up to 60 students and some parents and siblings attend each day. This initiative has been successful due the support of Kellogg's who donate cereal; Woolworths, who donate bread and through the prioritisation of school equity funds to purchase milk and spreads, as well as, the initial purchasing of toasters.

This initiative has been further enhanced by linking with Green Valley Police who now serve breakfast every second Friday to build positive connections within a low-socio economic community.

## Sport

Students continued to participate in the Premier's Sporting Challenge. As part of the program, the school is given a grant to purchase new equipment which this year included new equipment for PSSA teams. This year as part of a new initiative, teachers also took part in the Premiers Sporting Challenge.

Six teams were premiers of the Green Valley Zone Primary School Sports Association (GVPSSA) competition. Five students were selected in GVPSSA representative teams. Two students competed in the zone swimming carnival, 30 competitors participated in the zone cross country carnival and 44 competitors participated in the GVPSSA zone athletics carnival. Six students competed at regional carnivals this year. One student was a member of the Sydney South West Softball team that attended the State Carnival. One student represented Sadleir Public School at the School Spectacular.

## Creative Arts

The junior and senior dance group performed in front of a full house at Club Marconi, as part of the Western Liverpool Festival of Performing Arts. Students danced to a medley of songs, to reflect the festival theme of 'Show Time' and demonstrated great enthusiasm and talent. and proudly represented the school.

There has been an increase of students in the choir group this year with a total of 45 students. Sadleir Public School participated in the Western Liverpool Festival of Performing Arts. 11 students performed at the festival as a part of the Combined School Choir.

All students were provided with opportunities to develop their skills and perform throughout the year at school assemblies. Class items were of a very high standard and parent feedback was extremely positive.

As part of our high school transition, Ashcroft High School provided a dance teacher to the school to teach the Year 6 students. This program provided an essential relationship to the local high school and gave Year 6 students the opportunity to develop their dance skills with the help of a professionally trained mentor.

## Robotics

In 2017, Sadleir PS continued the robotics program with a selection of Stage 2 and 3 students. The aim of the program was to test the validity of using robotics to achieve STEM outcomes.

Students attempted problem based challenges using an engineering design process model. They developed key mathematical concepts by refining program design and calculating measurement ratios, angles and sensor threshold values.

The program successfully achieved its goals and was offered to a wider range of students during weekly enrichment groups. Additional resources were purchased to accommodate whole classes. Teachers attended internal professional learning and software was installed on all machines within the computer lab.

## Student Leadership – Liverpool Student Parliament

In 2017, four students were elected by their peers to take part in the 2168 parliament as representatives for Sadleir Public School. The project is an initiative of Liverpool Council and involved ten local schools. "The programs aims to give children the tools and opportunities to make meaningful contributions to policy and planning by giving a platform for the school children to debate local, national and global issues that are important to them within the political landscape of Liverpool." extract from Liverpool City Council website.

## Student Leadership – Public Speaking

The school participated in the Ultimo Directorate inter school public speaking competition. All students learnt public speaking skills in class and a large number of parents contributed to content development and class speeches. The school public speaking competition was of a high standard with students demonstrating improvement in the areas of: Manner, Matter and Method. A stage 3 student won the Green Valley Public Speaking Competition and went on to represent at the Ultimo Directorate grand final where he presented a prepared speech on conflict in the Middle East.