

Sackville Street Public School

Annual Report



2017



4491

Introduction

The Annual Report for **2017** is provided to the community of **Sackville Street Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michael Newcombe

Principal

School contact details

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School background

School vision statement

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

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

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

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

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

School context

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

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 :

Following our school validation process, Sackville Street Public School future focus areas in teaching, learning, leadership and wellbeing will be:

- 1) Strategically utilising resource allocations to develop capacity in quality teaching through current research including the Spirals of Inquiry and Instructional Coaches initiatives.
- 2) To develop leadership skills through our management practice by increasing transparency with our stakeholders regarding resource allocation. Clearer, measureable targets to be established and monitored with yearly assessment of this process.
- 3) To comprehensively unpack the school assessment practices, including the selection and analysis of internal and external data sources, to drive school practice and establish clear, measurable targets.
- 4) Engaging our stakeholders through appreciative inquiry, leading to greater student voice and the continuation of students taking responsibility for their learning.
- 5) Supporting our culture of high expectations and community engagement to develop and sustain measureable whole school improvement.

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

Purpose

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

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

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students use reflection on assessment and reporting processes and feedback to plan learning.	\$204,000 (Instructional Coaches)	Formative assessment strategies are used to provide student centred learning opportunities. Students are demonstrating a positive Growth Mindset towards learning. Students continue to take ownership of their learning through individual learning goals.
All teachers use evidence-based strategies and innovative thinking in design to provide engaging learning environments for students.	\$63,000 (Furniture, professional learning)	Teams evaluate and celebrate stage based spirals success, this included sharing spiral journeys with the NOII network of schools.

Next Steps

Strategically utilise resource allocations to develop capacity in quality teaching through current research including the Spirals of Inquiry and Instructional Coaches initiatives.

Strategic Direction 2

Staff and Leadership

Purpose

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

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrate best practice by leading school-wide improvement in teaching practice and student outcomes:	\$102,000 (Collaboration time for Spirals of Inquiry)	Provocation tables used in classrooms after staff professional learning around inspired play based learning. Staff engaged with numeracy expert for professional learning around targeting lessons to meet the needs of all students. Modern Learning practices around the school are being showcased to our wider community.

Next Steps

To comprehensively unpack the school assessment practices, including the selection and analysis of internal and external data sources, to drive school practice and establish clear, measurable targets.

Strategic Direction 3

School Learning

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school will shift to the Sustaining stage of engagement in the following areas of School Assessment Tool (Reflection Matrix): Dimension 1: Communicating– Dimension 2: Connecting learning at home and at school– Dimension 5: Consultative decision-making	\$58, 000	Continued authentic partnerships with parents that aligns with our school vision and commitment to high quality educational outcomes for all students. Continued Keen Kinders orientation in 2017 to ensure transition, support for students and developing partnerships with parents remains a priority. All classrooms utilised a system of either Seesaw or Dojo apps to communicate with parents and carers to further enhance our vision of a collective involvement by all stakeholders

Next Steps

Continue to support our culture of high expectations and community engagement to develop and sustain measureable whole school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$34, 00 The Fields AECG Aboriginal members of staff Community of Schools Royal Botanic Gardens ATSI community members	<p>All students worked on developing their personalised learning pathways (PLP) goals this year. Staff worked with students and in many instances their parent/carer also, to set individual academic, cultural, aspirational and wellbeing goals. Academic goals were set based on student achievement data and jointly determined need. Stage 3 ATSI students attended culture workshops delivered by MTC Opportunity Hub. Sessions focused on cultural knowledge, personal history, goal setting etc. Indigenous students worked with other students from local schools to support their connection to culture. Sackville Street students are well represented at both The Fields AECG meetings, as well Community of Schools NAIDOC planning meetings. Through the support of the local AECG and Campbelltown Council, Sackville Street was able to host a very well attended ATSI parent and student morning tea.</p> <p>Through a connection initiated by staff with the Royal Botanic Garden, our school has a partnership with an Aboriginal horticulturalist who runs sessions with ATSI and non-indigenous students on cultural knowledge, as well teaching our students to care for the plants in our own school. Additionally he has supported the establishment of an Aboriginal sensory garden.</p>
English language proficiency	\$24,800 (Instructional Coaching support)	<p>Our EAL/D students are supported in a variety of ways. Our Multicultural community meetings are held twice every term. These meetings are an opportunity for our parents to meet and discuss school business and student learning. This dynamic group of parents are looking at ways to support our school in unique ways. These include cooking, language and homework classes. 2018 will be an exciting year as we continue to move forward with workshops and opportunities for our multicultural parent groups to continue to develop as part of our school community. Our EAL/D teachers have been trained in using formative assessment strategies to meet the individual needs of our students. Support is predominantly in classrooms and focuses on providing equitable access to curriculum for those students learning English as their second language.</p>
Low level adjustment for disability	\$54,300 Instructional Coach Support Additional School Learning Support Officer	<p>Our learning and support team target support where needed for students. All students who require adjustments received targeted support and funding. All students' were catered for and remarkable increase in engagement is evident in data and results across key strategic areas. Learning and Support meetings are held weekly and support for students is allocated based on diagnosed disabilities, teacher referrals and specific funding.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$73,000</p> <p>Instructional Coaching</p>	<p>All teachers and students had access to additional support through the Instructional Coaching model, which was partially funded by the QTSS initiative. Two experienced, executive staff members worked shoulder to shoulder with teachers in their classrooms to develop innovative practice which is reflective of current pedagogy. There was a school wide focus on Numeracy and Vocabulary. Teams of teachers collaborated to create resources that are used across all classrooms. Teachers also had the opportunity to observe and participate in lessons across the school. Students accurately articulate their learning and progress towards individual learning goals.</p>
<p>Socio-economic background</p>	<p>\$92,300</p> <p>Additional classroom resources</p>	<p>Targeted support through our Learning and Support team has seen significant progress on individual student learning targets and goals. Staff used formative assessment strategies when designing programs to suit the individual needs of students and teachers. Our dynamic learning and support team is proactive in meeting the needs of students academic and well being needs. Pathways to agencies, doctors and clinics contributes to a holistic approach to each child. Parent consultation is a key consideration when discussing target students.</p>
<p>Support for beginning teachers</p>		<p>Beginning teacher funding was used to support a number of beginning teachers throughout 2017. They were given 2 hours a week off class, one hour of this was to work with a mentor and begin the accreditation process. This involved demonstration lessons, classroom observations, feedback and reflection. Opportunities were given to visit their colleagues' classrooms as well as other schools to gain a better understanding of formative assessment strategies.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Our EAL/D teachers specialise support for our new arrivals and refugee students. Students work in small groups to develop their English language skills and build strategies to engage in a larger classroom setting. Consultation with parents and carers is a priority to ensure we are meeting the needs of each student.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	261	234	258	272
Girls	267	256	264	270

In 2017 we continued growth in enrolments particularly in Kindergarten with our Keen Kinders' program. Our school has seen a rise in our transient population. We are also enrolling more of our in-area students as they choose Sackville Street Public School as a quality environment of teaching and learning for our community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	92.9	94.1	93
1	93.2	92.9	92.3	93.1
2	94.8	93	94.1	91.9
3	95.9	93.5	90.9	92.9
4	95.5	94.1	92.9	93.1
5	94	92.9	91.9	92.6
6	92.2	93.4	93.2	91.1
All Years	94.3	93.2	92.8	92.6
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

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

support children in attending school. Each term we have over 310 students who have 100% attendance and we continue to recognise this through our PBIS (Positive Behaviour in Schools) program.

Our strong relationship with our HSLO (Home School Liaison Officer) allows us to be prompt and supportive for student having difficulties. Our attendance action plan underpins the proactive nature and communication with parents around the importance of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.17
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	2

*Full Time Equivalent

In 2017, Sackville Street Public School had three staff members who identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

During 2017, all staff participated in differentiated learning to meet their individual needs. This comprised

of teach meets, masterclasses, symposiums, experts, instructional coaching and compliance training.

Topics covered included quality literacy sessions, learning intentions, success criteria, inquiry skills, continuum and consistent teacher judgment.

At Sackville Street the following pillars of education have underpinned the majority of new learning; Formative Assessment, Growth Mindsets and Spirals of Inquiry. Our school is a lead school in the NOII (Network of Inquiry and Innovation) NSW network. We deliver high quality professional learning alongside Lurnea Public School, Glenmore Park Public School and Middleton Grange Public School. The network has rolled out new learning around Spirals of Inquiry to 82 schools.

All staff participated in the External Validation processes and supported the development of the 2018–2020 school with priority areas of Learning, Leading and Linking.

All staff members participated in school development days focusing on setting strategic directions, the Performance Development Framework, formative assessment, innovative learning spaces, and reflecting on the school plan.

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

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

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

Financial information (for schools 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	450,278
Revenue	4,900,279
Appropriation	4,694,203
Sale of Goods and Services	12,015
Grants and Contributions	187,062
Gain and Loss	0
Other Revenue	0
Investment Income	6,999
Expenses	-4,799,436
Recurrent Expenses	-4,799,436
Employee Related	-4,340,019
Operating Expenses	-459,417
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	100,843
Balance Carried Forward	551,121

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.

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	3,573,752
Base Per Capita	79,775
Base Location	0
Other Base	3,493,977
Equity Total	562,373
Equity Aboriginal	41,335
Equity Socio economic	182,512
Equity Language	126,843
Equity Disability	211,683
Targeted Total	68,583
Other Total	413,945
Grand Total	4,618,653

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.

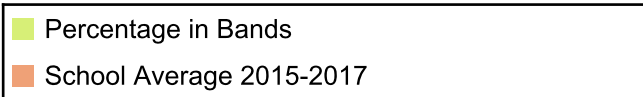
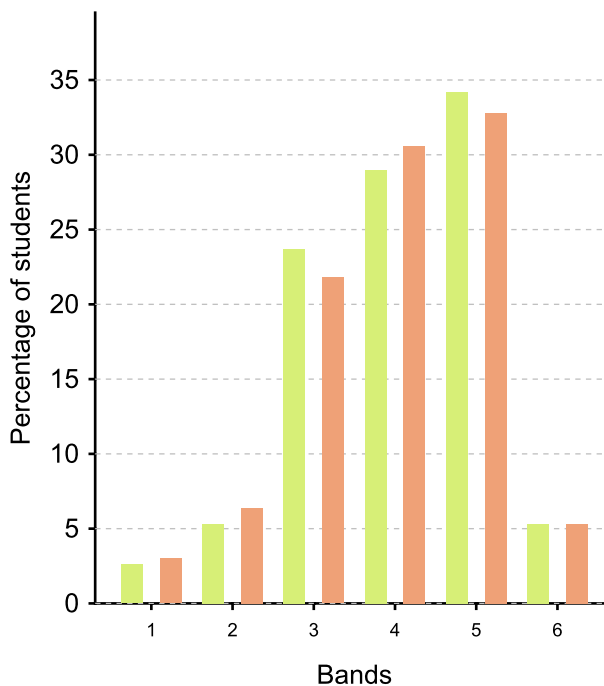
Reading: Our results continue to improve as we move more students into the top two bands in Year 3 (26.3%) and 5 (14.7%)

Writing: Our students are beginning to make grounds in writing outcomes. Top two bands in Year 3 (42.3%). We are hoping this trend will continue in 2018.

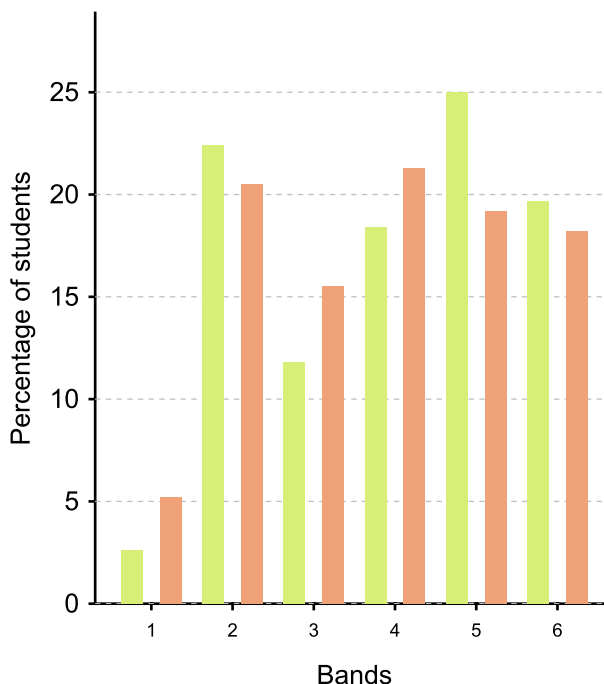
Spelling: This area of literacy is our focus in 2018 and linked to writing outcomes for students. Our results in the top two bands are Year 4 (43%) and Year 5 (29%). Trend data in both cohorts is increasing.

Grammar and Punctuation: We have had significant gains in this area of literacy with two bands indicating Year 3 (50%) and Year 5 (26.8%)

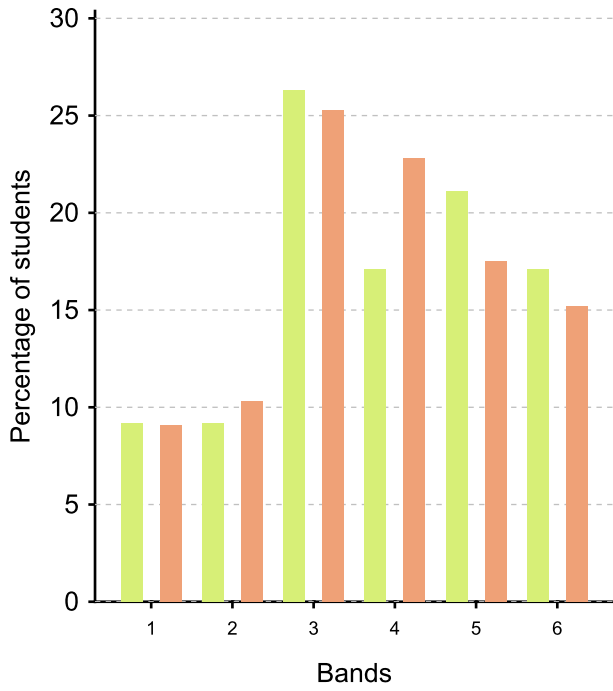
**Percentage in bands:
Year 3 Writing**



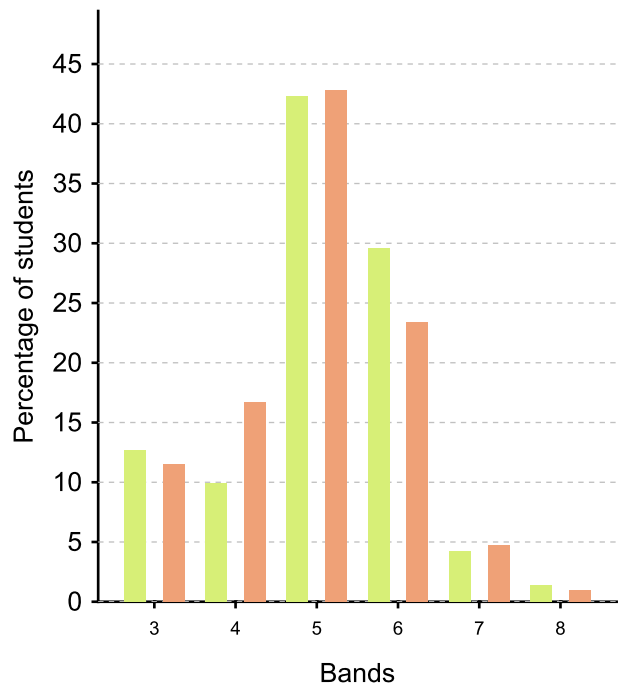
**Percentage in bands:
Year 3 Spelling**



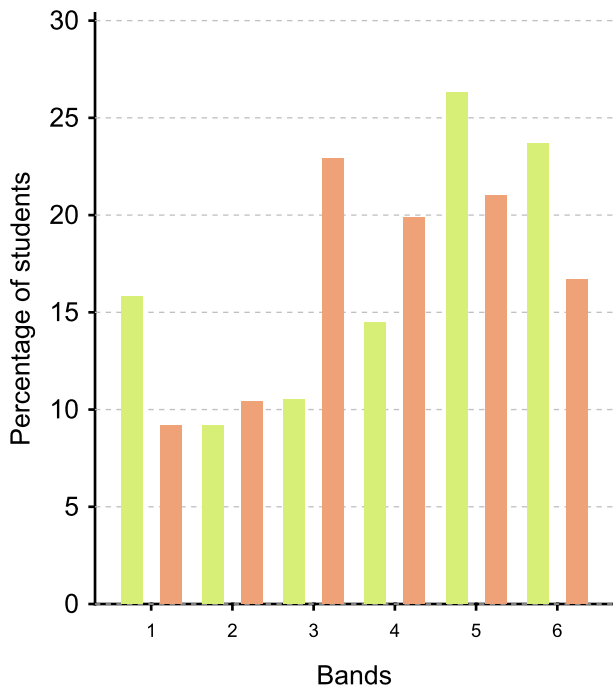
Percentage in bands:
Year 3 Reading



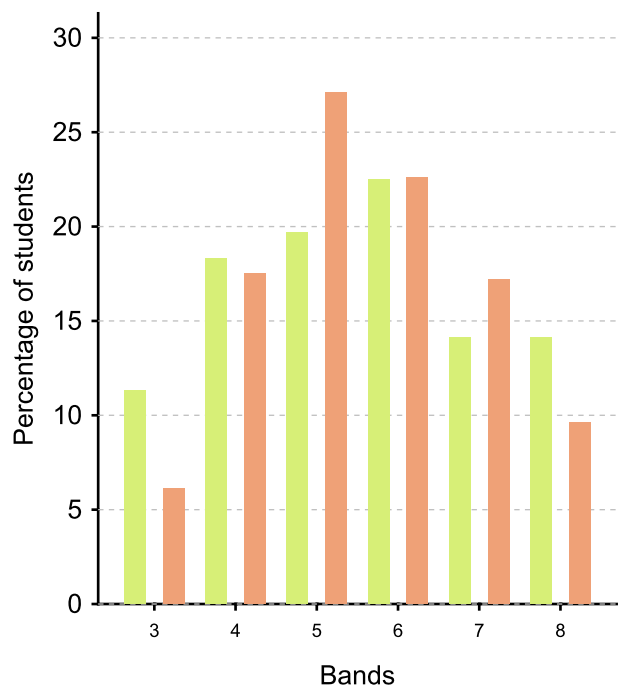
Percentage in bands:
Year 5 Writing



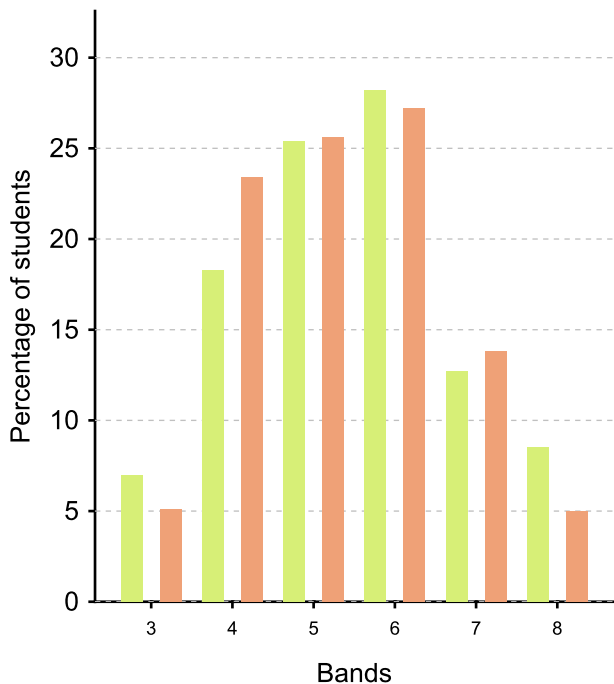
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

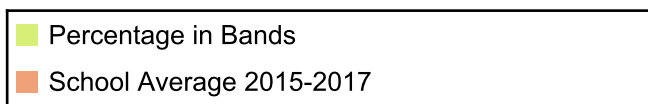
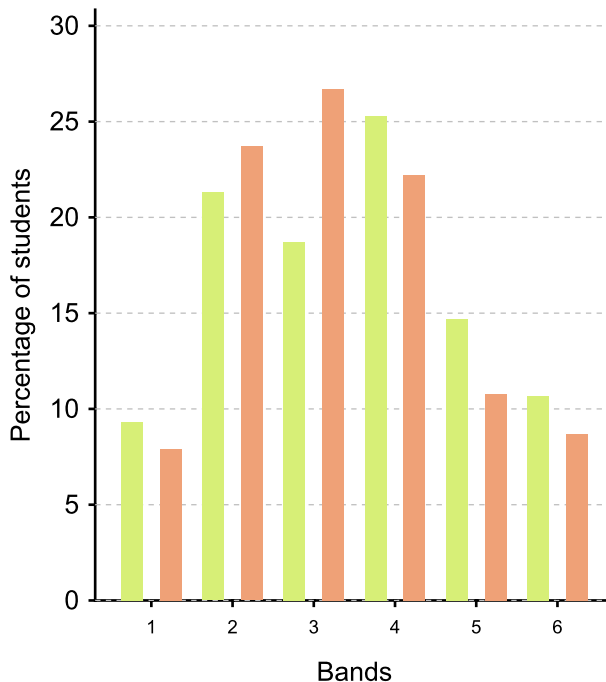


Percentage in bands:
Year 5 Reading

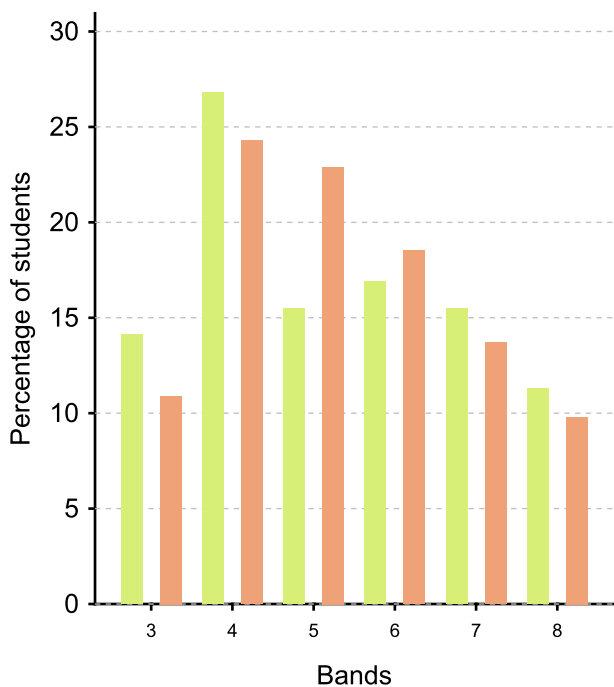


In Number, Patterns and Algebra our trend data is significantly changing with Year 3 (26.7%) and Year 5 (18.5%)

Percentage in bands:
Year 3 Numeracy



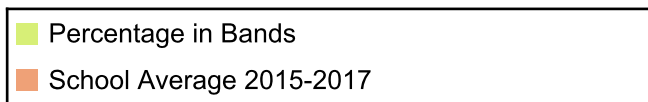
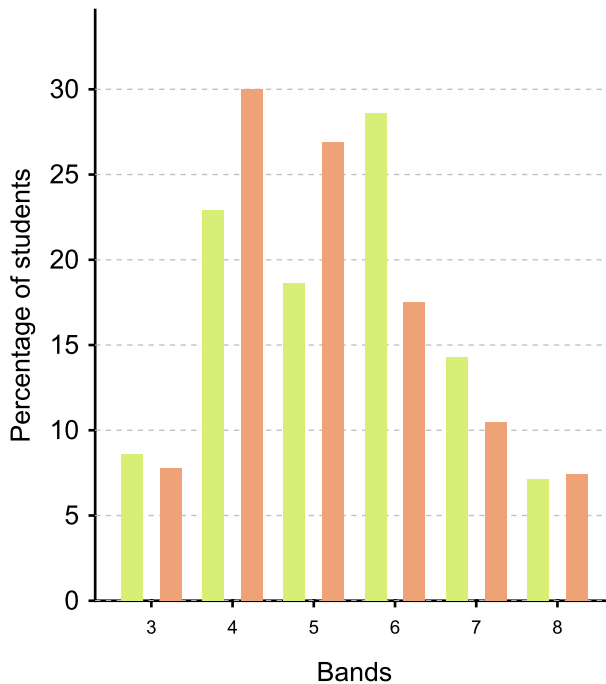
Percentage in bands:
Year 5 Grammar & Punctuation



In 2017 we have had a concerted effort to make gains in Numeracy through our Spirals of Inquiry. Staff had created Bump it Up Walls for students to self regulate their learning.

In Data, Space, Measurement and Geometry we have moved more student into the top two bands. Year 3 (18.6%) and Year 5 (21.5%)

Percentage in bands:
Year 5 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 following is the statistical data of Indigenous students in the top two band:

Year 3 – Reading 0%, Writing 16.7%, Spelling 16.7%, Grammar and Punctuation 16.7%, Data, Measurement, Space and Geometry 0%, Number, Patterns and Algebra 0%

Year 5 – Reading 11.1%, Writing 0%, Spelling 11.1%, Grammar and Punctuation 11.1%, Data, Measurement, Space and Geometry 11.1%, Number, Patterns and Algebra 0%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. We provide feedback and communication to parents through Facebook, Skoolbag, Class Dojo and Seesaw. Parents reported positively towards the use of the platforms to engage with the school. Teachers felt positive towards the school as more opportunity was given to teacher professional learning in the areas of formative assessment and growth mindset. Students engagement in lessons improved in 2017 due to students taking ownership of their own learning through individual learning goals and success criteria.

Policy requirements

Aboriginal education

The highlight for many of our Aboriginal students and families this year was Sackville Street attending the Community of School's NAIDOC Day. This event welcomed Aboriginal students from 16 local schools.

The day was also attended by local elders, Aboriginal community members and agencies, as well as Aboriginal DoE staff and our Education Director. The day featured rotating activities that promoted pride in culture, history and traditions.

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

In 2017 Aboriginal students were extended opportunities to gain a greater understanding of their learning progressions through the use of formative assessment. Students gained an understanding of continuum markers through the use of "I Can Statements." This enabled our Aboriginal students to gain a better understanding of where they were at and then set learning goals with their teachers for learning that comes next. With the use of Learning Intentions and Success Criteria (LISC) students were clearer about the purpose of their learning and the

expectations.

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

Our involvement with the Sydney Botanical Gardens and Brendan Moore has been very exciting. He has helped our school with native planting and sensory gardens.

Multicultural and anti-racism education

In 2017 43% of our students came from ESL backgrounds.

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

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

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

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