

Sans Souci Public School

Annual Report



2018



3038

Introduction

The Annual Report for 2018 is provided to the community of Sans Souci Public School as an account of the school's operations and achievements throughout the year.

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

Rob Jennings

Principal

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School background

School vision statement

Sans Souci Public School provides vibrant, caring and supportive environment where children are encouraged to become self-motivated, collaborative learners and strive for personal excellence in academic, physical, cultural and social endeavours. There is a strong culture of building and maintaining respectful relationships across the community, underpinning our core values.

School context

Sans Souci Public School is located close to the Georges River in Sydney's south. The school community is very supportive and has high expectations. Programs focus on developing the whole child in academic, sporting and cultural areas. There are 444 families with a total of 651 students enrolled for 2018. 71.3% of the students are from a background other than English and there are 39 different language backgrounds represented. 12 students identify as Aboriginal or Torres Strait Islander. The school has 26 regular and multi-grade classes. Students and staff enjoy an engaging and well-resourced learning environment and are encouraged to develop individual potential through extra-curricular programs in band, dance, choir, public speaking and debating. There are opportunities to develop leadership skills through the Student Leadership Teams, Student Representative Council and Bully Buster Program. Sporting programs include team and individual sports and students participate in the Botany Bay Zone PSSA competitions.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

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

Learning Culture

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

Wellbeing

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

Curriculum and Learning

Staff at Sans Souci Public School has successfully established a range of productive partnerships and work collaboratively to ensure continuity of learning for students. This is evidenced in the many community networks and transition programs in place. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices in L3 and innovative delivery mechanisms through the BYOD program. Stage 3 students are using effective student feedback practices to improve

their own learning in writing.

Assessment and Reporting

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

Student Performance Measures

Four years into the implementation of the L3 program has resulted in improved results and student growth in reading and numeracy of students in Year 3 and 5. Data from internal performance measures has again seen K-2 students meet or exceed expected targets. On external performance measures the school has made good progress towards this goal in the area of numeracy where many students are showing higher than expected growth.

Teaching

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

Effective Classroom Practice

At Sans Souci PS high expectations for positive learning behaviours and consistent classroom and playground management promotes optimal learning conditions for students. There is a particular focus on improved teaching practice in literacy and numeracy, with professional learning focused on building teachers' understandings of effective teaching strategies in these areas. Students are benefitting from evidence-based teaching strategies in L3 classrooms and in Stage 3 where effective student feedback practices are improving student learning. School-based instructional leadership positions support teachers to improve practice.

Data Skills and Use

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

Collaborative Practice

Stage-based collaboration has improved consistency of teacher judgement and aligned student assessment more effectively with the student reporting process. Consistent procedures for teacher planning, observation and feedback have been developed through the Performance and Development Framework. L3 and BYOD programs have created opportunities for many of our teachers to develop leadership capacity within a community of learners across a range of schools; enhancing teaching practice and improving the quality of teaching and learning at Sans Souci. Learning Support structures foster strong partnerships between the school, home and outside agencies that improve student outcomes.

Learning and Development

Professional learning at Sans Souci PS is aligned with the school plan and is evidenced by a positive impact on teaching and learning. The utilisation of two instructional leaders has been pivotal in the successful implementation of a Student Feedback Framework and L3 across the school. Teachers draw on and implement evidence-based research to improve their performance and development. The school provides ongoing strategic provision of quality support to beginning and early career teachers.

Professional Standards

Sans Souci Public School teaching staff demonstrate and share expertise, demonstrate high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. All teachers' PDPs contain goals aligned with the school plan, a stage-based goal and a personal goal, demonstrating personal responsibility and commitment to ongoing professional development. A healthy number of beginning and early career teachers are thriving under strategic and effective support strategies developed by the school. One teacher is working towards the final stages of accreditation at Highly Accomplished Teacher level.

Leading

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

School Planning Implementation and Reporting

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Priorities with the plan such as equitable access to technology across the school, enhanced school-home communication, and Learning Support are evidenced by strong community collaboration.

School Resources

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

Management Practices and Processes

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

Our self-assessment 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

Quality Learning

Purpose

Implement a holistic and differentiated approach to the delivery of rich learning experiences through which students will connect, succeed and thrive within a quality learning environment.

Overall summary of progress

Professional learning for Stage 2 & 3 teams has improved teacher practice and as a result Stage 2 & 3 students are now working consistently on literacy strategies with guided, modelled and independent reading activities. The purchase of Literacy resources has supported the effective implementation of guided reading activities.

Stage 3 teachers continued to plan and implement explicit writing tasks with embedded peer feedback strategies to improve student writing. Through effective feedback practice, students engage in regular self-regulation and self-reflections activities after completing tasks. Teachers receiving professional learning on setting student success criteria for literacy and numeracy activities to support students understanding and achieving set goals.

The 2018 Tell Them From Me student surveys continued to show improvement in school target areas. These focussed upon the social-emotional outcome of student wellbeing as well as several drivers of student outcomes related to engagement and self-direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased proportion of students achieving proficiency in literacy and numeracy; in line with the Premier's Priorities	QTSS – 12 teacher release days each semester	Stage 2 teachers have planned and implemented explicit modelled reading tasks to improve student comprehension skills.
<ul style="list-style-type: none">Improved levels of student wellbeing, self-direction and engagement	Teacher release for the analysis of Student data from the <i>Tell Them From Me</i> survey Stage planning time for implementation of Feedback Framework in Stage 3	School Tell Them From Me data indicates the school trends favorably against NSW norms
<ul style="list-style-type: none">Evidence of student improvement in literacy and numeracy data K–6	QTSS L3 Lead and Teacher trainer network	Goal for Instructional Reading Levels K–2 was to maintain 85% at or above: 98.9% of Kindergarten students achieved level 8 or above 92.5% of Year 1 achieved level 16 or above 95.74% of Year 2 achieved level 24 or above. All staff taken through initial familiarisation of Literacy and Numeracy progressions
<ul style="list-style-type: none">Increased opportunities for student goal setting and feedback	Instructional Leader 0.2 days per week Stage Meeting time and QTSS funding to release teachers to plan with the IL.	All Stage 3 teachers are now embedding effective feedback practices into teaching and learning activities

Next Steps

- Instructional Leader role to be expanded to five days per week in 2019 to enable broader impact across stages.
- In 2019 Instructional leader to support Stage 1 and 2 teachers in implementing effective Peer feedback strategies to improve student writing. Instructional leader will provide professional learning on effective feedback practice and model best practice in delivering and embedding peer feedback in writing tasks to support student achievement in writing.
- Increase the percentage of students who feel confident of their skills in English and Maths when next surveyed in *Tell Them From Me*.



Strategic Direction 2

Quality Teaching

Purpose

Develop highly skilled, reflective and collaborative teachers who inspire active and self-directed learners with a focus on improving literacy and numeracy skills.

Overall summary of progress

The one day per week Instructional Leader role trialed in Stage 3 has effectively supported Stage 3 teachers and students to improve student outcomes in literacy and numeracy. The role has enabled the Instructional Leader, Felicity Williamson to work towards accreditation as a Highly Accomplished teacher. Plans to expand Felicity's IL role to full time in 2019 will enable broader impact on staff and students from other stages.

Stage 3 teachers are now effectively implementing peer feedback strategies in writing tasks to improve student writing. Stage 3 teachers are developing explicit writing lessons based on the history and science syllabus to develop student engagement in content and improve student learning outcomes. Stage 3 teachers are evaluating their progress through teacher observation lessons.

From engagement in professional learning with Joel Davies, Stage 2 & 3 teams are now working consistently on literacy strategies with specific targets around guided, modelled and independent reading.

K–2 stage completed professional learning in mathematics with specific focus on numeracy strategies. K–2 teachers participated in a 12 hour professional learning set of modules, focusing on numeracy strategies. This professional learning gave teachers resources to use, pedagogy to enhance and embed in their teaching practice.

Early Stage 1 and Stage 1 teachers continue to complete L3 OPL training. Early Stage 1 and Stage 1 teachers are being trained in L3 pedagogy. All K–2 teacher shave now completed or are in their final year of L3 training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of staff given opportunities to become instructional leaders and/or undertake leadership positions	\$1500 LDI grant \$5000 QTSS	Stage 3 Instructional Leader has worked towards completion of higher accreditation. Instructional leader will support and work with Stage 1 and 2 and 3 teachers in 2019 0.4 days per week.
<ul style="list-style-type: none">Increased use of evidence-informed pedagogy and reflective practice by all teachers	Instructional Leader 0.2 per week working with Stage 3	All Stage 3 students are now using effective peer feedback practice to improve their own learning in writing. The evaluation and implementation of teacher professional learning in the development of an explicit writing task embedded with effective peer feedback practice has been the focus of the Stage 3 Teacher observation and feedback lessons.
<ul style="list-style-type: none">Increased proportion of students in the top two bands in Naplan; in line with the Premier's Priorities	Stage 2 & 3 Professional Learning with literacy consultant 3 days – 10 staff Approx \$12,000 Early Stage 1 & Stage 1 Professional Learning – school based organisation	Student performance was commendable in both Years 3 & 5. The school's Year 5 Reading and Numeracy results indicating a 10% higher than state average results.

Next Steps

Instructional Leader to work with Stage 1 and 2 in 2019 to implement teacher professional learning on effective peer feedback practice, developing an explicit writing task embedded with effective peer feedback practice and modelling of best practice in peer feedback strategies in the classroom to support student writing achievement. Instructional leader to continue to support Stage 3 teachers in the providing professional learning in developing explicit writing lessons and supporting teachers in implementing effective peer feedback practice in the classroom.

Instructional trainers in L3 working with new teachers to continue the L3 pedagogy.

The school has planned for a number of teachers trained in L3 to move into Stage 2 teaching roles for 2019 to embed L3 practices.



Strategic Direction 3

Positive Community Connections

Purpose

To improve connectedness within the school community to enhance student learning and wellbeing, encourage respectful relationships and strengthening broader school community partnerships.

Overall summary of progress

The school's plan to consolidate and enhance school to home communication through one platform is underway by investing in the Sentral Education Suite.

The school has continued to build upon partnerships through its *Transition to Sans Souci Public School Community Network* with staff representatives visiting and presenting a school-developed readiness program to local preschools, developing a *First Weeks of Kindergarten Handbook* for families, hosting preschool network meetings, transition programs for new students with additional learning needs and the introduction of regular school tours for prospective Kindergarten students and families and running a Home Reading Workshop for parents and carers of kindergarten students.

The establishment of a cross stage Technology Team to support the implementation of the new K–6 Science and Technology syllabus incorporating; executive members, Technology Support Officer and Apple Educator and a school-based Instructional Leader has led a main focus area of this strategic direction. The focus of the team was to achieve equitable access to technology to enhance student learning outcomes, support the professional development of staff through workshops and mentoring. To gain the support of the broader school community the Technology Team has informed and gained the support of the P&C in meeting its targets.

Improving and upgrading technology infrastructure was a key focus in 2018 to support equitable access to all students. The school invested in the services of an Apple Educator who trained staff in the configuration of iPads and strengthened best practice in systems management across the school.

The school invested in a variety of classroom resources to support the effective embedding of technology into K–6 teaching and learning. Examples include; 40 iPads for use in Stage 2, the entire T4L rollout of laptops, coding resources such as Sphero, Cubetto, Osmo (ES1 and Stage 1), Lego EV3 (Stage 3), Box Island (Stage 2). The next stage of Future Focused Furnishings was purchased, including stand up desks (Stage 3), instructional tables, (Stage 2), and modular classroom furniture (K–6).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased proportion of families successfully using school communication systems. 	\$9000 Community funds	Sentral Parent Portal purchased to replace CareMonkey Platform
<ul style="list-style-type: none"> Increased participation in curriculum-based, wellbeing, parenting support and transition programs by school community members. 	QTSS	2018 programs successfully implemented <ul style="list-style-type: none"> BYOD parent workshop and information session Kindergarten Orientation Preschool to school transition program SSPS Transition to School Network ES1 Home Reading Workshop for parents/carers Leadership by the River Positive Parenting Program L3 Parent Workshop High School for a Day James Cook Technology High School STEM visit Community Interrelate trial Year 4 BYOD transition program
<ul style="list-style-type: none"> An increase of equitable and accessible learning spaces evident across K–6. 	T4L allocation of 30 laptops \$65000 P&C and	Technology Support Officer and Apple Educator ensuring technology infrastructure and devices are accessible

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increase of equitable and accessible learning spaces evident across K-6.	Community Use funds Equity Funding	Apple configurator and caching server installed Future focused furnishings across all stages being rolled out Final scope of works for Kindergarten playground to be completed Term 1 2019 Technology team has established plans for Innovation Learning Lounge Area to be completed in Stage 2 2019

Next Steps

Central Parent Portal to be introduced to the parent/carer community with a view to administering Term 1 parent teacher interviews, student reports online as well as the management of non-attendance.

School backbone cabling to be upgraded in 2019 along with relocation of Campus Distributor and existing Computer lab infrastructure to be decommissioned for creation of ILLA project.

Technology Team Design Group to research and furnish the ILLA for launch in Semester 2 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	\$26 000	Four beginning teachers gained proficiency this year. Support strategies used included extra release time for teacher mentoring and observation and feedback of teaching.
Targeted student support for refugees and new arrivals	\$822	Additional classroom literacy resources were effectively used by EAL/D teachers.
Aboriginal background loading	\$7646	<p>The school's Aboriginal education representative worked collaboratively with parents/carers, classroom teachers and students to develop PLPs</p> <p>ATSI students and two teacher attended <i>Koori Kids by The Sea</i> day at the Royal National Park, strengthening the school's link with other schools and students</p> <p>K-6 Aboriginal Incurison for Naidoc Week was made accessible to all K-6 students</p>
English language proficiency	2.4 FTE \$38071 (Flexible)	Two days additional teacher support bolstered support in Stage 3 classrooms where additional needs were identified
Low level adjustment for disability	\$53829	Additional <i>School Learning Support Officer</i> allocation provided effective classroom and playground support.
Quality Teaching, Successful Students (QTSS)	\$111401	<p>Stage planning days to meet targets of strategic directions</p> <p>Teacher release for teacher observation and feedback rounds</p> <p>Executive planning days to support strategic direction progress</p>
Socio-economic background	\$26588	<p>Additional teacher time to support Stage 3 students</p> <p>Financial assistance to enable student participation</p> <p>Partial funding for Technology Support Officer one day per week</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	297	313	314	322
Girls	314	304	317	319

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.9	95.8	93.9
1	94.3	94.3	94.9	94.2
2	95.5	94.5	95.6	93.8
3	96	95.6	93.9	95
4	96	95.5	96	91.7
5	95.2	96	95.6	93.9
6	94.8	95.3	94.4	92.5
All Years	95.4	95.3	95.2	93.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school attendance profile indicates again we are slightly above the state percentages for all years.

The school has invested in the Sentral Parent Portal and will begin to utilise the email notification to parents to help manage the administration around student absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.35
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	2.4
School Administration and Support Staff	4.26
Other Positions	2.4

*Full Time Equivalent

In 2018 an Aboriginal teacher was appointed permanently to the school through the Targeted Graduate Program. Carissa Willoughby has taken up the full time position of Kindergarten teacher and has become the school's Aboriginal Education leader.

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	50

Professional learning and teacher accreditation

Staff participated in valuable fortnightly whole staff or stage based professional learning sessions to support student learning outcomes and mandatory guideline requirements.

Semester One professional learning included; Teacher Accreditation workshops to familiarise all staff with requirements of the new teacher accreditation process. All teachers and Learning Support Officers completed MAPA training, K-6 classroom and support teachers completed Literacy and Numeracy Progressions training. Teachers attended two twilight professional learning sessions around staff wellbeing, presented by Dan Haesler.

Throughout the year mandatory professional learning completed by staff included: Code of Conduct, Child Protection, CPR and Anaphylaxis training as well as

WHS induction training for new staff members.

A school-based L3 Lead trainer and three L3 trainers delivered professional learning to K–2 staff as well as teachers from a network of schools across the region. All Early Stage 1 and Stage 1 teachers have completed or are completing L3 accreditation.

Staff members also accessed a range of professional learning to support whole school, stage and personal goals within their performance and development plans.

Four teachers, including temporary staff members achieved teaching proficiency throughout the year and one staff member is working towards final accreditation at Highly Accomplished Teacher.

One teacher appointed as an Instructional Leader has worked with Stage 3 teachers to implement effective feedback practice into classrooms.

Administration staff accessed a range of mandated and optional professional learning opportunities to build capacity and meet PDP goals.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	327,139
Revenue	6,345,784
Appropriation	5,617,559
Sale of Goods and Services	4,668
Grants and Contributions	480,524
Gain and Loss	0
Other Revenue	234,206
Investment Income	8,827
Expenses	-6,181,798
Recurrent Expenses	-6,194,152
Employee Related	-5,499,029
Operating Expenses	-695,123
Capital Expenses	12,355
Employee Related	0
Operating Expenses	12,355
SURPLUS / DEFICIT FOR THE YEAR	163,986
Balance Carried Forward	491,125

The school has continued to invest in infrastructure improvement projects such as

- Future focused classroom furnishings (\$40 000)
- Playground equipment and upgrades, building shade areas, (\$45 000)
- A digital school sign (\$22 000)
- Electric driveway and pedestrian gates with an intercom system. (19 000)

Funds have been held aside:

- \$45 000 for the completion of the Kindergarten Playground Upgrade in 2019 with the installation of a permanent sandpit, landscaping and synthetic turf
- Approximately \$50 000 has been set aside for backbone cabling and campus distributor relocation
- \$30 000 for the decommissioning of the computer lab and refurbishment for a new technology space.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,356,667
Base Per Capita	122,016
Base Location	0
Other Base	4,234,651
Equity Total	469,708
Equity Aboriginal	7,646
Equity Socio economic	26,588
Equity Language	287,942
Equity Disability	147,531
Targeted Total	228,060
Other Total	411,254
Grand Total	5,465,689

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

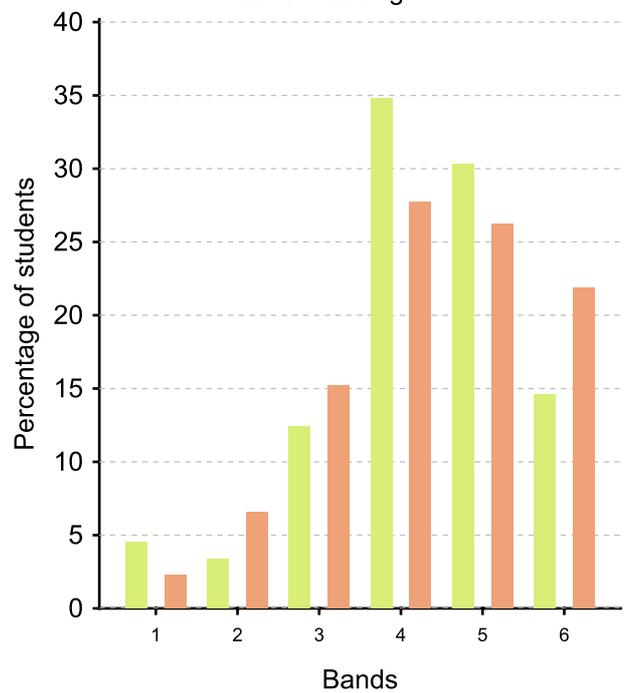
the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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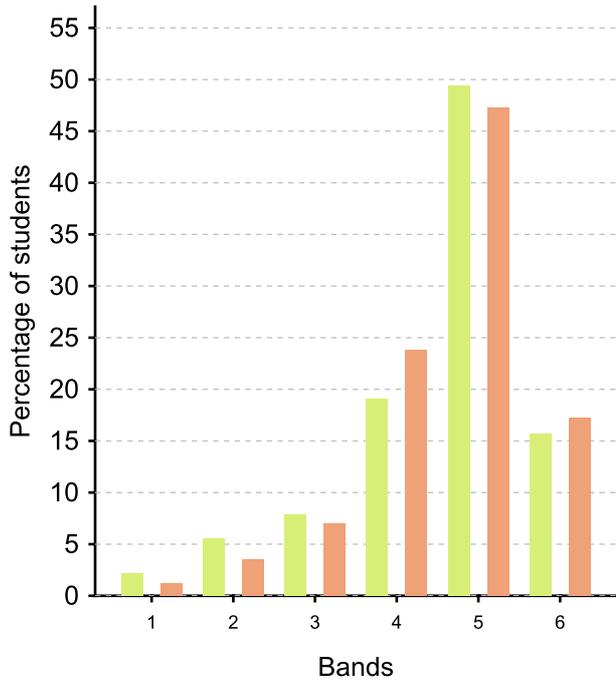
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Our school's Year 5 Reading results indicating a 10% higher than state average results. This performance continues to validate the differentiated teaching and learning programs delivered across the K–6 school.

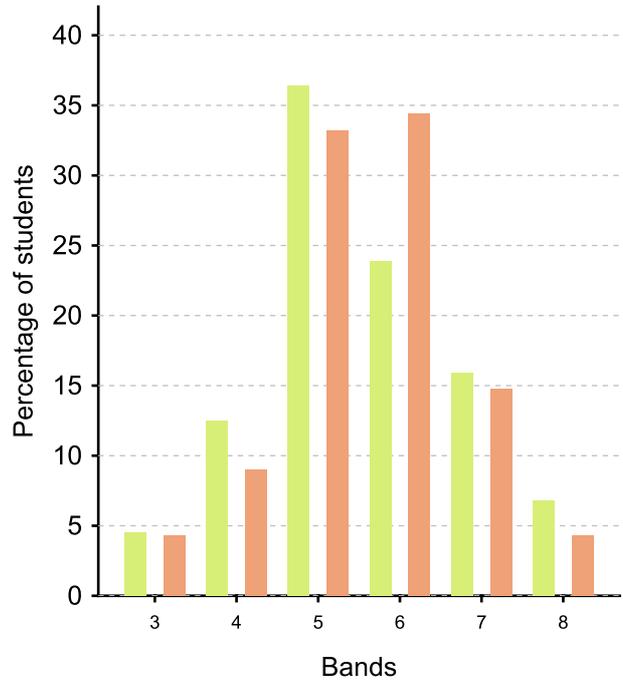
Percentage in bands:
Year 3 Reading



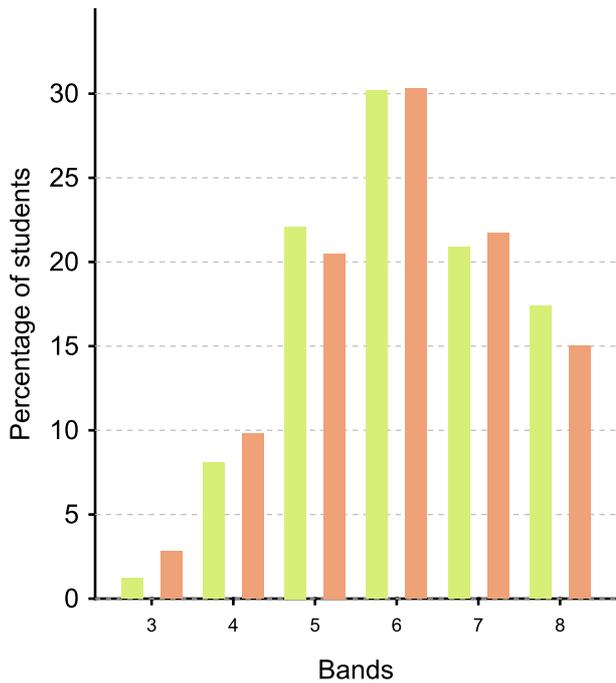
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Our school's Year 5 Numeracy results indicating a 10% higher than state average results. This performance continues to validate the differentiated teaching and learning programs delivered across the K-6 school.

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 school is continuing to meet targets aligned to the Premiers Priorities with evidence that 38% of students are achieving in the top two NAPLAN Bands in Reading & Numeracy.



Parent/caregiver, student, teacher satisfaction

The 2018 Tell Them From Me Parent survey continued to show improvement in school target areas. These focussed upon the social–emotional outcome of student wellbeing as well as several drivers of student outcomes related to engagement and self–direction. Student data from the *Tell Them from Me* survey indicated that:

- 69% of students **participated in extracurricular activities** (55% NSW Government Norm)
- 86% of students had a **positive sense of belonging** (82% NSW Government Norm)
- 88% of students **display positive behaviour** at school (83% NSW Government Norm)
- 84% of students were **interested and motivated** (78% NSW Government Norm)
- 94% of students demonstrate **effort to succeed in their learning** (88% NSW Government Norm)
- 73% of students **were not victims of bullying** (64% NSW Government Norm)
- 9.0 score for school staff **emphasising academic skills and high expectations for students to succeed** (8.7 NSW Government Norm)

The school will continue to use Tell Them from Me survey data to evaluate school projects and shape future directions.

One of the school's Instructional leaders designed a teacher and student Google forms survey – Feedback Framework survey. Six Stage 3 teachers and 140 Stage 3 students completed the survey. The data collected from the survey was used to evaluate the effectiveness of the teacher professional learning in understanding feedback practice and how to effectively implement feedback strategies in the classroom. The student data was used to evaluate student understanding of feedback practice and the impact the implementation of feedback strategies had on improving in their writing.



Policy requirements

Aboriginal education

In 2018 a Permanent Aboriginal Classroom Teacher was appointed at Sans Souci Public School. Mrs Carissa Willoughby is an Ngemba (Brewarrina, Western NSW) woman who completed a Bachelor of Education (Indigenous) at Western Sydney University. Mrs Willoughby attended multiple Aboriginal Education Consultative Group (AECG) meetings throughout the

year. Our attendance at these meetings are important to build relationships with local schools and communities. Mrs Willoughby also attended an Aboriginal Teacher Network Day which focused on best practice for Aboriginal and Torres Strait Islander Education in NSW Public Schools. The skills and knowledge from this day have and will continue to be implemented into our school.

On 25th of July, we hosted NAIDOC Week at Sans Souci Public School. NAIDOC Week is a celebration of the history, culture and achievements of Aboriginal and Torres Strait Islander people and this year's theme was "Because of her, we can". It was dedicated to all Aboriginal and Torres Strait Islander women who have made a difference and inspired others. We invited the team from Koomurri to coordinate rotational activities within the school that highlighted important elements of Aboriginal culture. The students were highly engaged, entertained and educated throughout the day. At the closing ceremony, we were treated to traditional song and dance where students and teachers were invited to participate. Students throughout the day created a powerful artwork that will serve as a lasting memory of the learning, which will be on display at our school for years to come.

On 28 August our Aboriginal and Torres Strait Islander students and families attended Koori Kids on the Park at Bonnie Vale in The Royal National Park. The students participated in a yarnning circle, fishing and weaving. A bbq lunch was shared with students sampling traditional Aboriginal food. The benefits of this day included students connecting with other Aboriginal and Torres Strait Islander people whilst spending a day on the Country of the Eora Nation.

Early Stage One teachers have adopted the 8 ways of Learning Pedagogy into their teaching. In particular a regular Yarning Circle takes place in our ES1 classrooms. Aboriginal people have been using Yarning circles to communicate for thousands of years. Our Yarning circles allow our Kindergarten students to share yarns and stories with their peers in a safe, respectable way.

It important that we provide our students with a platform and culturally safe space where they can share their stories, family histories and take responsibility for their education journey. Miah Palma, a Year 4 student at Sans Souci Public School is a student who has taken on the very important responsibility of Acknowledgment of Country at our formal events. Miah was assisted by Mrs Willoughby to write an Acknowledgment of Country that represents and pays respect to the community in which we teach and learn. We thank Miah for always representing our school in a positive way and doing such a fantastic job when she delivers the Acknowledgment of Country.

Looking forward we are planning big things for 2019.

- Koori Kids by the Bay (planning for 2020)
- Participate in NSW Public Education activities; Reconciliation week, Deadly awards, and Yarn Up,
- NAIDOC week celebration that will include a

guest speaker and a family morning tea to celebrate Aboriginal and Torres Strait Islander culture

- A garden that is inspired by Aboriginal and Torres Strait Islander culture
- Celebrating the achievements of our Aboriginal and Torres Strait Islander students in a more formal capacity
- Building closer connections to our local Aboriginal and Torres Strait Islander community

also inform staff of any pertinent issues and make suggestions about relevant learning experiences in the classroom with a view to awareness-raising and enhancing student knowledge.



Multicultural and anti-racism education

Sans Souci Public school has approximately 72% of students from a language background other than English (LBOTE) with 36% of students coming from a Greek language background. Close to 40 additional languages make up a diverse student population. EaL/D teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs by team-teaching or withdrawing students with additional needs.

The school recognises the importance of participation in events that promote and foster harmony amongst students and community members and encourages positive relationships in the classroom, playground and broader community.

The Community Languages other than English (CLOTE) program continues to flourish at Sans Souci Public School. An increase of two teaching days per week for the Greek language program in 2018 enabled CLOTE Greek teachers to reduce class sizes through the introduction of an additional two day teaching position. This year we had students awarded for their excellence in the study of Modern Greek. Dimitri Kehagias and Olivia Croker received the Greek Educators Association Award for Excellence in Modern Greek. In addition Dimitri Kehagias was awarded A1 level, and Anna Tzotsika B1 level in the Greek Proficiency Awards.

Two staff members are currently trained as Anti-racism Contact Officers (ARCO). Their role is to deal with any racism issues which arise in the school involving students, teachers and members of the school community. The Anti-Racism Contact Officers are able to advise those involved of their rights and the procedures involved to resolve a complaint. They may