

# Sutherland North Public School

## Annual Report



2018



3822

## Introduction

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

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

Fiona Young

Principal

## School contact details

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9521 2226

## Message from the Principal

2018 has been another successful and enriching year for our school community. We have spent the year focusing on our identified priority areas, consolidating our relationships and networks with parents and the broader community, responding to your needs for the school which were identified through a variety of channels; surveys, P&C meetings, parent-teacher meetings and informal feedback.

Staff have undertaken rigorous Professional Learning to continue the high standard of teaching and learning programs. A continued focus on increasing leadership opportunities for the staff and students to develop skills for the future and build self-confidence has been embraced with enthusiasm and pleasing outcomes. The staff as a whole, are driven by the pursuit of excellence within themselves and for the students. They remain deeply invested in nurturing and supporting our students ensuring they have multiple opportunities and a rich learning environment to support their learning and wellbeing.

Our valued and dedicated P&C, parents, community volunteers and a wide variety of professional services have continued to support our school throughout 2018. You are the heart of our strong and vibrant school community.

Fiona Young

Principal

# School background

## School vision statement

At Sutherland North Public School, we are committed to learning, teaching and leading for excellence. We are committed to empowering students to be successful learners, confident and creative individuals and active informed citizens of today and for tomorrow.

## School context

Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Our school operates under the motto, 'Grounds to Grow', being set in park-like grounds with large grass playing fields and shaded areas with seats, trees and gardens. Sutherland North Public School offers its students a broad range of educational, extra-curricular and social opportunities in a safe and friendly environment where the dedicated staff is responsive to individual needs.

The school is extremely well supported by the community at a number of levels. Firstly, families place great value on learning and education. There are high expectations for student participation, effort and achievement. Secondly, the P&C and school community are enormously active in providing support for school initiatives through fundraising and generous giving of time and expertise.

Our partnership with the 'Heart of the Shire Community of Schools' (HOTSCOS) provides additional opportunities that include: enhanced teaching and learning practices through professional learning, student enrichment and leadership programs whilst enabling a strong connection with our local high schools.

## 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. 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.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to our students. This year our school staff collaboratively reflected on the evidence being presented and aligned this to the framework continuum. This provides an important overview to ensure we are working towards the excellence statements.

In the domain of **Learning**, the elements of assessment include; learning culture, well-being, curriculum, assessment, reporting and student performance measures. The self-evaluation process indicated the school is rated overall as Sustaining and Growing against the descriptor continuum of the School Excellence Framework.

In the domain of **Teaching**, the elements of assessment include; effective classroom practice, data skills and use, professional standards and learning and development. The self-evaluation process indicated the school is rated overall as Sustaining and Growing against the descriptor continuum of the School Excellence Framework.

In the domain of **Leading**, the elements of assessment include; educational leadership, school planning, implementation and reporting, school resources and management practices and processes. The self-evaluation process indicated the school is rated overall as Sustaining and Growing against the descriptor continuum of the School Excellence Framework.

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

Students are Successful, Competent and Focused Learners

### Purpose

To ensure students are engaged in their own learning and are able to articulate and understand what they need to learn to enable continuous improvement. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback. Students will be productive, future focused learners who are ethical users of technology.

### Overall summary of progress

**Sutherland North Public School's Strategic Direction One** titled 'Students are Successful, Competent and Focused Learners' includes two projects which commenced in 2018 and will be completed in 2020.

**Project 1: 'Future Focused Learning and Teaching'** provides students with opportunities in all learning areas to develop and demonstrate literacy, numeracy, ICT, critical and creative thinking skills and the responsible use of digital technology.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Teachers at Sutherland North Public School attended several professional learning sessions to assist with the integration of creative and critical thinking skills into their programs. The courses included "Teaching Critical Thinking: A Summary" and "Creative and Critical Thinking Lesson and Evaluation". "Teaching Critical Thinking: A Summary" introduced teachers to the Creative and Critical Thinking Continuum and "Creative and Critical Thinking Lesson and Evaluation" PL provided opportunities for educators to share their techniques in incorporating aspects of the Creative and Critical Thinking Continuum into their lessons.

To prepare for the commencement of the new Science and Technology Syllabus, students, staff and the school community were exposed to changing expectations and content required, especially in the Digital Technologies strand. Teachers at Sutherland North Public School completed professional learning in the following courses: 'Introduction to the New Science and Technology Syllabus', 'Book Creator and the Science and Technology Syllabus' and 'Office 365 Training'.

With the ANSTO Top Coder Competition Committee meetings being held at Sutherland North Public School, teachers are actively involved with forming partnerships with scientific and technological organisations and providing professional learning to schools across the state. Sutherland North Public School hosted the second heat of the 2018 ANSTO Top Coder Competition: EV3 Robotics which included students from several schools participating in coding robots to complete instructions set by the University of Technology, Sydney adjudicators.

In late 2018, the University of Technology, Sydney planned the UTS Pilot STEM Program in consultation with staff, students and community members at Sutherland North Public School. This STEM program beginning in 2019 is a multi-touch-point program for Year 5 and 6 students, parents and teachers to catalyse generational perception change and build students' confidence and interest in exploring STEM.

The Sutherland North Public School P&C supported the future focused learning needs of students by providing the funds for 16 EV3 Mindstorm Robotics kits, 30 HP ProBook laptops, 30 iPads keyboards, one Epson Projector Interactive Whiteboard and an Epson Projector. Using advice from the Information Technology Directorate ICT Support Leader, Sutherland North Public School invested over \$15,000 in updating electrical and internet cabling to increase access to technology in the classrooms.

The impact of Project 1: 'Future Focused Learning and Teaching' in 2018 can be measured by the Tell Them From Me Survey for technology and professional learning evaluations. When compared to the 2017 Tell Them From Me Survey for Technology survey, the score in 2018 rose by 0.8 to a score of 7.0 which is above the NSW Government Norm. All teachers gave a 'very useful' or 'useful' rating in their evaluations for courses in 'Future Focused Learning and Teaching' project. This has led to increased access to technology for all students and engaging lessons that develop computational thinking skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Evidence that the teaching and assessment of general capabilities is incorporated across all learning areas.</p> <p>All students apply appropriate strategies to regulate their social and emotional wellbeing needs</p>	<p>P&amp;C Donation \$26,000</p> <p>School Budget \$15,000</p>	<p>The P&amp;C have supported our future focused learning and purchased 16 EV3 Robotics kits, 30 laptops and 30 ipad keyboards and a new IWB. Student feedback has been overwhelmingly positive. 100% of staff have engaged in technology PL. This has led to increased access for all students and engaging in lessons that develop computational thinking.</p>

## Next Steps

2019 will see the introduction of the new Science and Technology Syllabus.

STEM program beginning in 2019 is a multi-touchpoint program for Year 5 and 6 students, parents and teachers to catalyse generational perception change and build students' confidence and interest in exploring STEM.

Continued budget allocation for the ongoing maintenance and upgrade of technology and devices across the school.



## Strategic Direction 2

### Promoting Collective Teacher Learning

#### Purpose

To foster a school wide culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure ongoing learning outcomes for all students. Teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities to inspire learning. Learning programs will explicitly reflect strategies that require students to think deeply and logically.

#### Overall summary of progress

The aim of Data Analysis Project was for teachers to collect, analyse, develop and apply a range of assessment strategies including; assessment for learning, assessment of learning and assessment as learning.

Teachers attended Teacher Professional Learning in Seven Steps to Writing Success and received manuals and website subscriptions to help them break down the skills in writing.

All staff have completed the SCOUT Training online. This has increased staff awareness around evaluative practices, including the use of SCOUT data. Teachers this year have reflected on current programming practices and are now evaluating and collecting data at the beginning of a teaching cycle. Expectations for programming and lessons have been reviewed by executive. New expectations have been developed and will be passed onto staff 2019. Transition programs were supported and enabled through the LaST and school counsellor. Transitions were timetabled under QTSS for children with specific needs.

Seven Steps of writing program was reviewed and will continue in 2019 to help maintain structure and sustainability. Data will be collected and compared in NAPLAN. Data on student individual growth will be highlighted.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers increasingly use a variety of evidence of learning, including a range of formative and summative assessment data to inform their teaching and adapt practices to meet learning needs of students.  Whole School Scope and Sequences across all learning areas and an increase in collaborative planning amongst staff.	Professional Learning \$20,000  QTSS	100% of staff engaged in Seven Steps of Writing Program.  Fortnightly Stage meetings have focused on developing whole school scope and sequence units across all learning areas.  Weekly Teacher professional learning sessions have focused on collaborative learning and data collection targeting school identified priorities.  100% of staff complete PDP's, including review, annual review and evidence aligned to their goals and school goals.

#### Next Steps

Further professional learning to support staff to run different SCOUT reports and accurately interpret them to drive future learning.

Continue the Seven Steps of Writing in 2019 to maintain sustainability within the school.

A continued focus on developing effective transition programs to support the individual needs of students and the receiving teacher having meaningful information to support a successful transition process to enhance student wellbeing, such as; new enrolments, students moving to other settings, annual change of teacher and classroom.

### Strategic Direction 3

Connected Communities that are Inclusive, Informed and Engaged.

#### Purpose

To engage in professional conversations with parents/carers and community to improve understanding of student learning, wellbeing and school goals. Through reflective practices and whole school planning we will create effective partnerships which contribute positively to the school community promoting student learning and competencies.

#### Overall summary of progress

In 2018 Sutherland North Public School continued to strengthen its strong engagement with the community. Links with The Jannali High School were strengthened to ensure that transitions to the high school setting were as smooth as possible. The gifted and talented programs continued with SNPS students showcasing their work to parents.

The White Ribbon Barbecue was held for the second year and there was increased participation at this event. This event continues to strengthen family and community relationships and builds strong partnerships.

The semester one Rideability Project benefited students and was welcomed by the school community. Data reflected an improvement in the riding ability of students and their understanding of the importance of safety whilst riding.

Significant time was spent in 2018 meeting with the University of Technology Sydney where staff developed programs which would be delivered to the students, staff and parents in 2019. Resources and information was distributed to staff to consider before the commencement of the 2019 school year.

The school website was updated allowing the community to have up to date information. This will continue to be a focus for 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental understanding of and involvement in school practices, programs and initiative's.	TPL \$1000 teacher release	<p>Links with TJHS were strengthened to ensure that transitions to the high school setting met a variety of student needs.</p> <p>A total of 24 % of students were unable to ride a bike at the beginning of the Rideability program. 100% of students could ride and demonstrate safe bike riding behaviours at the end of the program. Parent workshops on bike maintenance and safety were well attended and received positive feedback.</p> <p>The successful collaboration between school staff, parents and the University of Technology has produced a pilot program involving STEM activities, the new science and technology curriculum, parent information sessions and surveys will be delivered in 2019.</p> <p>The White Ribbon BBQ event ran for the second year and showed an increase in community attendance.</p>

#### Next Steps

School Leaders will complete the White Ribbon Training and the school will become an Official White Ribbon Ambassador.

Continue to engage the School Wellbeing Support Officer two days a week to support students wellbeing.

The school will invest in a new communication app called "Schoolstream" specifically aimed at delivering information in a more efficient and meaningful form to families as a result of parent feedback.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,726	<p>Individual students were supported in their learning through Personalized Learning Plans. These were developed in collaboration with parents and staff.</p> <p>Additional School Learning Support Officer time was allocated to support selected students to address learning support needs.</p>
<b>English language proficiency</b>	\$33,024	<p>EaLD</p> <p>The English as an Additional Language or Dialect (EALD) allocation included one day teacher time per week. Students identified through enrolment are supported in the classrooms and through small withdrawal groups to help their use and understanding of English and vocabulary development. Intensive work with peers in Early Stage 1 was carried out with some students entering school with minimal language. Teachers worked on individual programs and participated in whole class hands on demonstrations. Reading and writing programs were highlighted. Resources were borrowed from external providers to help facilitate learning. The additional support provided to these students increased opportunities for students to participate in school programs.</p>
<b>Low level adjustment for disability</b>	\$82,907	<p>LaST</p> <p>A School Learning Support Officer is employed 5 days a week to support children in the classroom and on the playground. The Learning and Support Team met weekly to monitor targeted students, meet with parents, carers and other professional providers to support the holistic educational needs of the student. The L&amp;ST analysed data from NAPLAN, PLAN and grade assessments to prioritise student support.</p> <p>In Semester 1 individual students were targeted as well as Grades 3 and 5 for support of NAPLAN. In Term 3, Literacy programs targeted Early Stage 1 students. In Semester 2 Kinder transition programs ran and in Grades 2, 4 and 6 areas were focussed on in Literacy and Numeracy.</p> <p>The Learning and support Team consists of a 3 day a week teacher, LaST Co-ordinator, Principal and school counsellor.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) \$47,163</li> <li>• Quality Teaching, Successful Students (QTSS) (\$47 163.00)</li> </ul>	<p><b>Quality Teaching (QTSS)</b></p> <p>In 2018, to ensure continued growth in quality teaching and professional practice and to improve student learning outcomes a model of teaching rounds has been employed. A member of staff works 2 days a week in all 3 – 6 rooms providing writing programs modelling / team teaching with the principles</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) \$47,163</li> <li>• Quality Teaching, Successful Students (QTSS) (\$47 163.00)</li> </ul>	of the 7 Steps of Writing Program. Teachers at Sutherland North also participated in peer observation lessons. Reflection and collaborative practices are used. Feed back in TPL has occurred with all staff. The program helps target student growth in Literacy NAPLAN results and supports beginning teachers with mentoring and programming to differentiate teaching.
<b>Socio-economic background</b>	\$15,513	School Learning Support Officers were employed to run Literacy and Numeracy support programs. PLAN Data was used to target students requiring additional support. In Term 2, Numeracy programs targeted Year 2 students. In Term 3, Literacy programs targeted Early Stage 1 students. The final entry of PLAN data in Term 4 showed growth for all students in their focused areas of support.
<b>Support for beginning teachers</b>	\$13,786	One beginning teacher was supported and received two hours per week of release from face to face teaching and one hour of this with a mentor. Teachers worked through curriculum and its delivery along with student assessments, and student report writing while developing and meeting targets set in their Personal Development Plans.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	134	134	144	134
Girls	123	120	121	124

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	96.7	96.8	97
1	95.1	96.1	96.5	95.1
2	96	96.3	95.4	96.6
3	95.5	97.1	96.2	96.4
4	95.4	95.9	96.6	94.5
5	96	95.2	97.4	95.6
6	94	95.6	97.3	96.1
All Years	95.3	96.2	96.6	95.9
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

Student attendance remains high at Sutherland North Public School. Unexplained absences are regularly followed up, with any concerns referred to the Home School Liaison Officer (HSLO).

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

Sutherland North Public School has one teacher of Aboriginal Heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

In 2018 all primary teachers are accredited against the NSW Education Standards Authority. The accreditation requires teachers to maintain registered and non-registered hours of professional learning over a period of 5 years. In Sutherland North Public School Professional Development Plans are completed by individual staff members aligning to departmental reforms and expectation of curriculum implementation. Teachers set professional goals and outline how these goals will be met and monitored. A process of review and annual review stages occur with executive. Evidence is collected to support professional learning and growth which must align to the continuum of the Australian Teaching Standards. school plan. Beginning teachers received additional release time, mentoring, and professional learning to build on their knowledge and expertise to support teacher quality and development. One beginning teacher was successful in achieving their accreditation at Proficient level. Three teachers are maintaining their accreditation at Proficient level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	247,717
<b>Revenue</b>	2,454,042
Appropriation	2,241,007
Sale of Goods and Services	680
Grants and Contributions	208,481
Gain and Loss	0
Other Revenue	0
Investment Income	3,875
<b>Expenses</b>	-2,362,478
Recurrent Expenses	-2,362,478
Employee Related	-2,094,101
Operating Expenses	-268,376
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	91,565
<b>Balance Carried Forward</b>	339,281

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,960,289
Base Per Capita	51,243
Base Location	0
Other Base	1,909,046
<b>Equity Total</b>	135,170
Equity Aboriginal	3,726
Equity Socio economic	15,513
Equity Language	33,024
Equity Disability	82,907
<b>Targeted Total</b>	13,334
<b>Other Total</b>	49,381
<b>Grand Total</b>	2,158,175

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

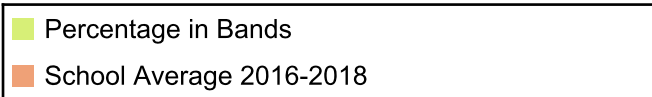
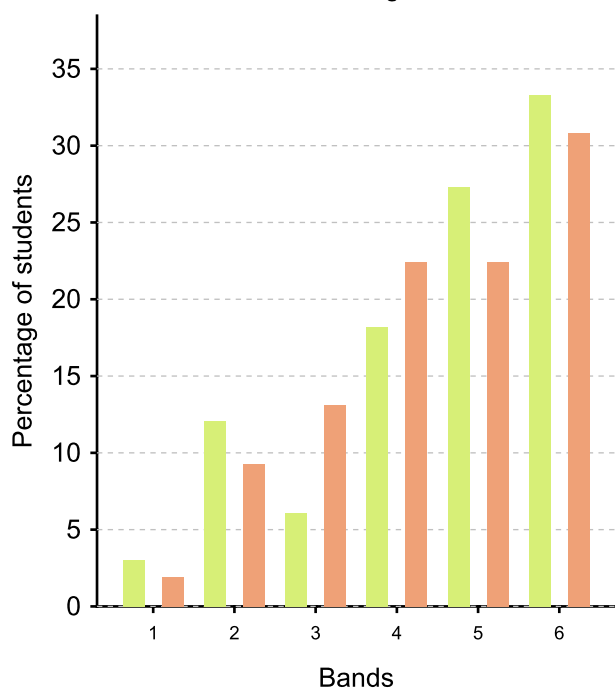
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

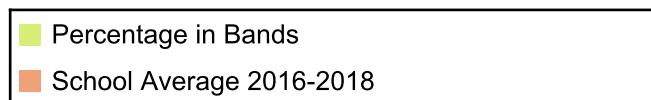
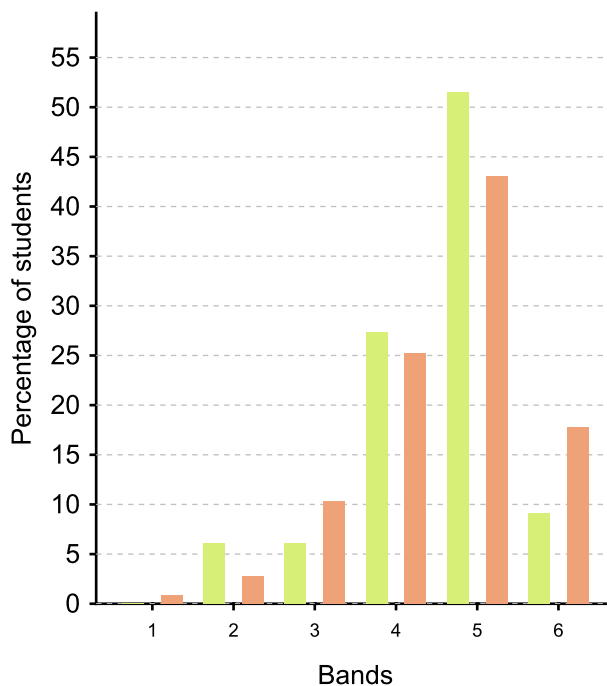
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 5 Literacy results show our students are performing at or above their expected growth in the following areas; writing 61.1% (state 59.6%) spelling 61.1% (state 58.0%) reading 72.2% (state 63.2%). In grammar and punctuation 55% (state 56.5%) 1.5% peers across the state.

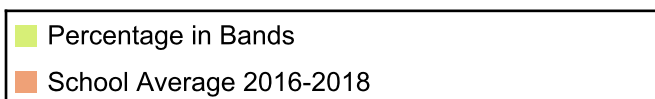
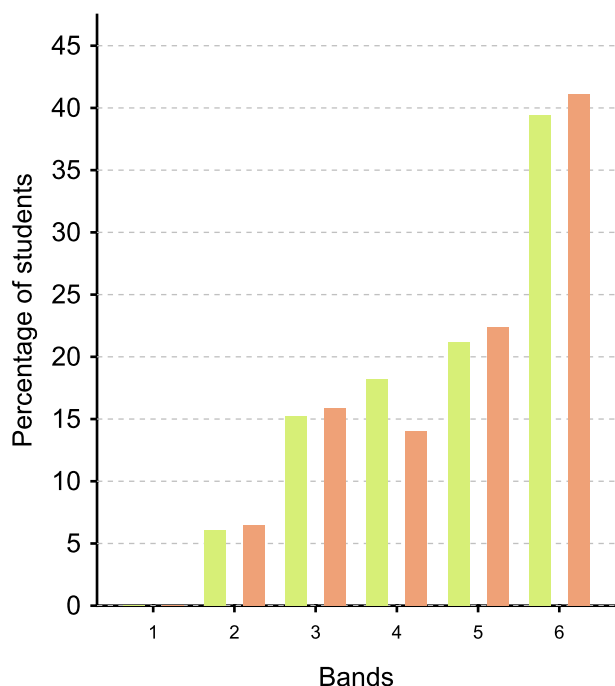
**Percentage in bands:**  
Year 3 Reading



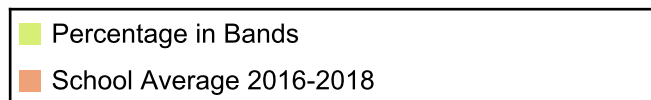
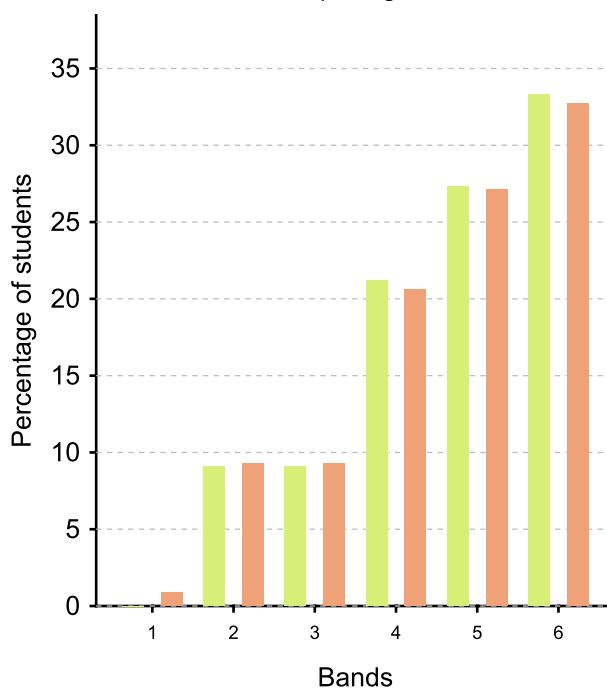
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Grammar & Punctuation

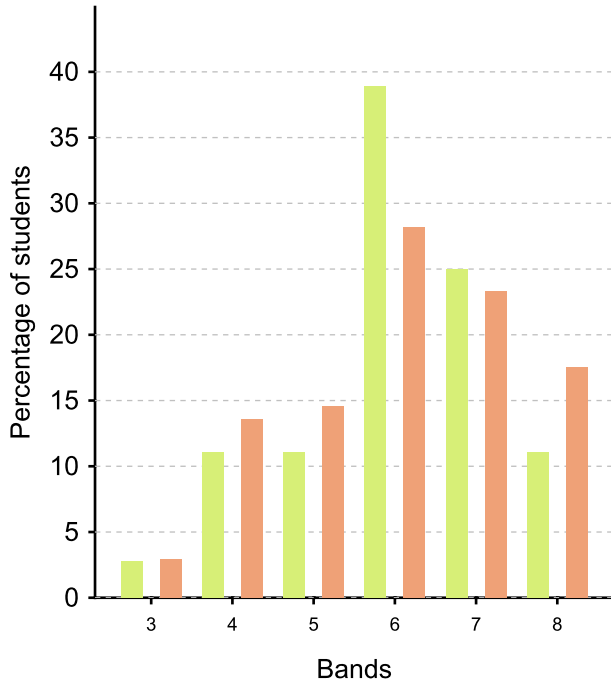


**Percentage in bands:**  
Year 3 Spelling



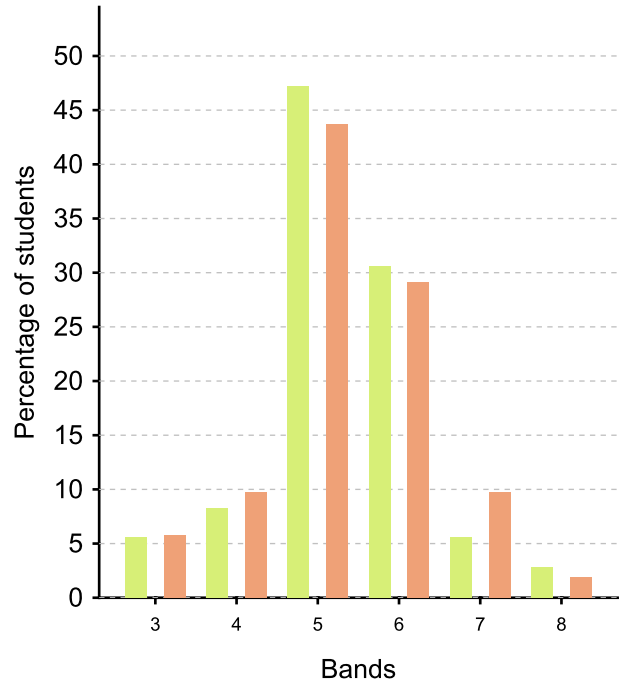


**Percentage in bands:**  
Year 5 Reading



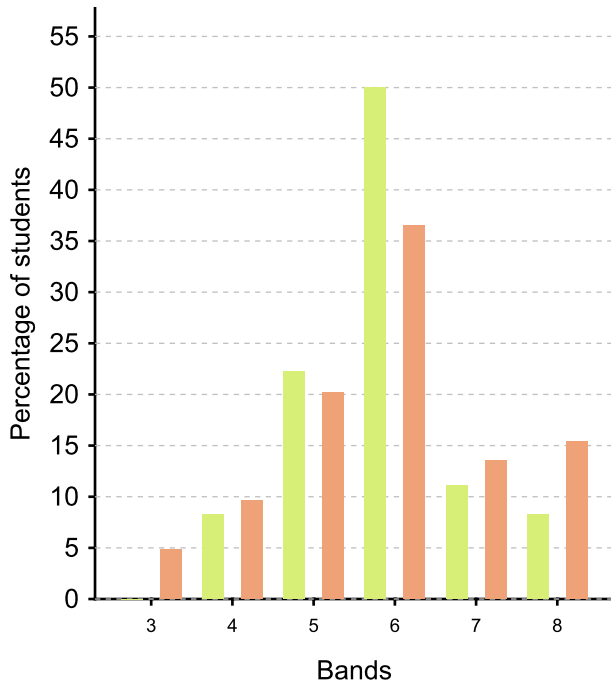
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



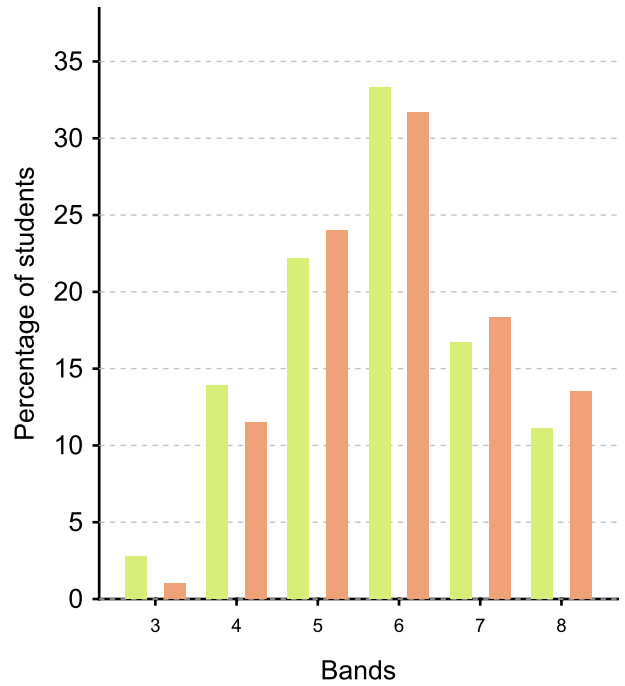
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

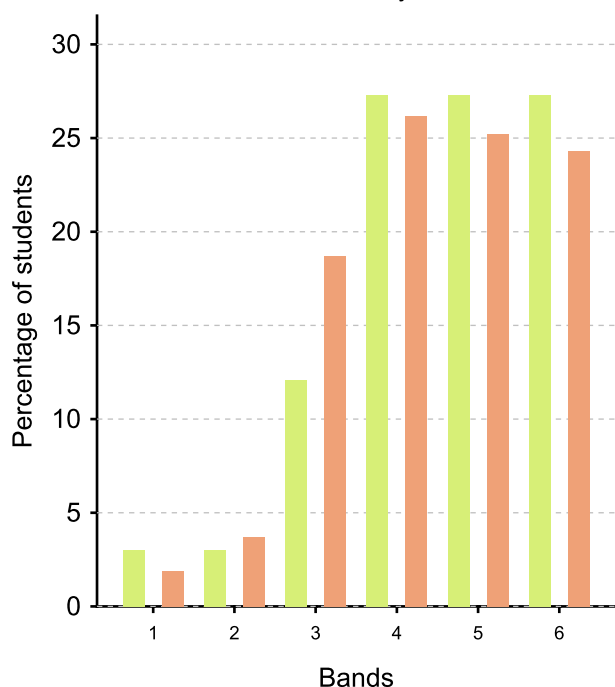
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

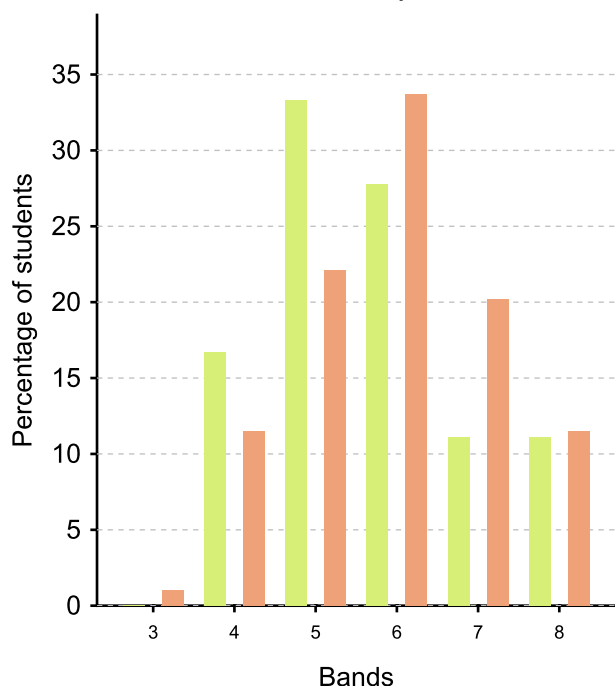
Year 5 Numeracy results show 47.2% are achieving at or above their expected growth as compared to the state average of 59.8 %.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.

## Premier's Priority Results in the top 2 bands NAPLAN

**Yr 3 Numeracy** 54.55%

**Yr 5 Numeracy** 22.22%

**Yr 3 Reading** 60.61%

**Yr 5 Reading** 36.11%

## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me (TTFM)

Our school has participated in the Tell Them From Me (TTFM) surveys over the past four years and data during this time frame indicates pleasingly high levels of satisfaction from all stakeholders across all aspects of the school's operation. At the beginning of 2018, the views of students were analysed over a three year period to identify areas where there were reoccurring patterns and also to follow a particular cohort of students. Findings from this analysis made the basis of Personal Development teaching programs and can be found below.

Only a small number of parents responded to the survey during 2018. They have highlighted inclusive school, welcoming environment, expectations for behaviour as strengths (all above NSW Govt. Norms) and a slight improvement in the communication practices. Collection of data from parents will be a target throughout 2019 to ensure results indicate a true reflection of the opinions of the school community. Results from staff were all significantly above NSW Govt. Norms. In particular staff highlighted collaboration, learning culture, parent involvement and using data to inform practice as areas of strength.

During 2018 TTFM student data was analysed over a 3 year period. Below are the findings.

- 90 – 95% participate in extra-curricular activities. This is between 5 to 10% above govt. norm.
- On average 25% do not feel accepted and valued by their peers and by others at school but 87% of students stated that they have positive relationships with their peers. Each year this has increased from the first to the second snapshot.
- On average 92.8% value school outcomes. This is below the govt. norm of 96%.
- 89.5% feel that they display positive behaviours at school. This is above the govt. norm. of 83%.
- Only between 52 – 66% have a positive attitude towards homework. This is generally below the govt. norm of 63%. The highest percentage was in April 2016. This was when homework was revamped from the previous year after taking on student and parent feedback.
- The amount of students who are interested and motivated has increased from the first year of the survey. This is mostly above the govt. norm but below a replica school.
- On average 80% feel that important concepts are taught well, class time is used efficiently and that

classroom instruction is relevant and well-organised. This is about the same as the govt. norm.

- In 2015 46% reported that they felt subjected to physical, social, verbal or cyber bullying. By 2017 this had decreased to 26%. Specific teaching programs about what bullying is and taught at the same time helped to reduce this figure. Govt average is 36%.
- 74% felt that they had someone at school they can talk to and 85% reported that they had a positive relationship with their classroom teacher. These percentages are both above the govt. norm.
- 70% felt that there were clear rules and expectations for classroom behaviour and that they understood these. This is about the same as the govt. norm.
- 86% reported that they feel their teacher has high expectations for success. This is about the same as the govt. norm.

## Policy requirements

### Aboriginal education

#### Aboriginal Education

Sutherland North Public School is committed to valuing and acknowledging Aboriginal students and ensuring that all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples of Australia. Our teachers demonstrate their knowledge of the Department's Aboriginal Education and Training Policy, and the Aboriginal and Torres Strait Islander Education Action Plan by applying them in a whole school context and within their teaching and learning programs.

At school assemblies the students and teachers recognise our Aboriginal heritage with an 'Acknowledgement of Country' to show respect for the original Indigenous owners of the land.

Personalised Learning Plans have been developed and evaluated for our Aboriginal students each semester by teachers in collaboration with their families, to help the students achieve their goals and build confidence.

All students participate in programs that build knowledge and understanding of Aboriginal Australia, including aspects of history, traditional cultures, and current cultures and events. In recognition of Reconciliation week and NAIDOC week, students actively participated in Aboriginal song, dances, storytelling and art, during class time, which provided them with the opportunity to increase their knowledge and cultural awareness.

This year, a student received an Ultimo Network Deadly Kids Award in recognition of his progress at school.

The students and community of SNPS participated in the Indigenous Literacy Foundation's Great Book Swap to support improved literacy in remote Indigenous

communities.

Aboriginal students from Year 3 – 6 attended the Gamarada Cultural Day at The Jannali High School. The day provided Aboriginal students with the opportunity to celebrate Aboriginal culture. The day involved historical information, bush tucker, Aboriginal arts and crafts and was an enjoyable way to promote knowledge and pride in Indigenous culture.

### Multicultural and anti-racism education

At Sutherland North Public School we continue to embrace diversity within a multicultural community with students coming from an increasing variety of different cultural backgrounds. Our school continues to recognize its responsibility to promote tolerance, the appreciation of difference and the sharing of cultural values in order to prepare students to proactively promote multicultural Australia. Teachers continued to address multicultural perspectives in their teaching programs, particularly integrated units of work incorporating the NSW syllabuses for the Australian Curriculum in History and Geography. Through class studies and student interaction, students learnt the customs, cultures and lifestyles of the varied cultural backgrounds of their peers. Tolerance, inter-cultural understanding and positive relationships are further enhanced through the Sutherland North Public School core values program. Harmony Day is an important celebration at Sutherland North Public School. Students participated in activities that focused on respect, inclusiveness and a sense of belonging for everyone across diverse cultural, religious and language backgrounds. Posters, balloons and student artwork was displayed across the school.

### Other school programs

#### Co-connect

Students K–6 were placed in Co-Connect groups, each group being led by a year 6 student and co-lead by a year 6 student or year 5 student.

Leaders and co-leaders were trained on Mondays, going through the materials and activities for the week's lesson, plus discussing what materials would be needed and what preparation each leader would need to do to ensure the successful achievement of the lesson's outcomes.

Leaders were responsible to ensure that by Thursday they were adequately prepared for the lesson on Friday. If a leader were to know in advance they would not be present on the day, they needed to ensure their co-leader was adequately prepared.

After the first week, the training session also included a discussion time on success stories and achievements, as well as, managing difficult behaviour; what went well; what could be improved and why / how this could be done.

Overall, feedback from Teachers, leaders and students, was very positive.

Leaders developed in their leadership styles and strategies, students enjoyed positive interaction with students K–6, teachers observed very well run groups and enthusiastic participation by the majority of students. Students had the opportunity to develop their knowledge, understanding and interpersonal skills in the following areas:

- Ways of getting to know students in their group;
- Being a responsible member of a team;
- Being Respectful to others;
- Being Positive during group activities;
- Building Friendships with their peers and others;
- Effective communication and co-operation strategies.

**BEAR – Be Excited About Reading** This year the program called Be Excited about Reading ( BEAR) continued with great success. The BEAR program has a wonderful team of trained volunteers within the school community who work on a one to one basis with targeted Year 2 students in Term 1 and Year 1 students during Terms 2, 3 and 4. The students receive three half hour sessions per week. This program is monitored by the Learning and Support Teacher. BEAR is designed to increase the students' sight word vocabulary, accuracy rates, fluency and reading levels. The program was extremely beneficial with significant improvements in both confidence and reading ability. This valuable program will continue in 2020.

## Dance

Both the Junior and Senior Dance Groups performed at Sutherland Entertainment Centre during the Sutherland Shire Music Festival. They also competed in Kurrunulla Eisteddfod where the junior group received a Bronze Award and the senior group received a Gold Award. The senior group also performed at our Sutherland North Creative and Performing Arts Showcase.

One dance student auditioned successfully for a place in Create South and eight students were members of the Combined Dance Group for Schools Spectacular 2018. One student was accepted into the Junior State Dance Group 2018 and two students auditioned successfully for the 2019 Junior State Dance Group through the NSW Arts Unit.

## DanceSport

The DanceSport Challenge was held throughout Term 2 and 3 with 37 Year 5 students and was, once again, a very successful experience for all involved. Students participated in weekly lessons over the course of this time with the dance teacher, Natalia. Dances included the Cha Cha, Tango, Salsa, Jive and Swing. Congratulations to the 32 students who performed at the DanceSport Gala Evening held on Wednesday 12 September at The Quaycentre, Homebush. It was most certainly a spectacular night of entertainment! All of our students tried their very best and looked sensational. They danced the five different dance genres in amongst 25 other schools. Congratulations to our finalist couples

who represented our school and were outstanding. Special congratulations to Dylan M and Evie C who placed 6th in Jive.

## Environment Team

Our Green Team includes volunteer students from Year 1 to Year 6 and is currently led by Mrs Kingsnorth and Mrs Lamont. The program has been very successful, with positive feedback coming from parents and students. Students have had the opportunity to create and maintain a whole school fruit/vegetable compost system. This has been used in our recent turning of garden beds. During 2018, students planted, cared for and picked a range of lettuce, kale, beans, herbs and tomatoes. Produce was sold to parents on Friday afternoons, raising money for our Green Team to continue projects. A worm farm has also been created and maintained, adding rich fertiliser to beds as well as selling jars to our school community. Students have made their own vegetable stir-fry in the canteen from a huge cabbage they grew themselves. Currently, garden beds are being prepared for our new plant out of seedlings.

## Library

At Sutherland North Public School we are committed to valuing and acknowledging all students and ensure that all students are supported in the development of sound reading practices and reading for enjoyment within learning programs.

Our students are encouraged every week to establish set routines that will help them read regularly. Our library provides all genres of texts to cater for all needs and interests for both students and teachers whilst supporting the school curriculum requirements.

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

SNPS students are now enjoying connecting to our library resources from home in preparation for their lessons at school.

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

During Book Week the Sutherland Shire Council Librarians visited our school to promote the Children's Book Council of Australia Shortlisted books and Awards for 2018. Students engaged in interactive, fun presentations.

During Open Day the parents, grandparents, carers and friends were invited to a Book Fair to promote the importance of reading. The library collection was extended by donated books.

## **SRC**

During 2018, the Student Representative Council (SRC) was involved in the organisation of many activities for the students. Each class elected two members of their class to represent them for each semester. Class meetings were held throughout the year where all children were given the opportunity to raise issues. The SRC Representatives then discussed these issues in SRC meetings, held at lunchtimes. The SRC assisted in the collection of coupons for Coles Sports for Schools Program, which provided the school with a wide variety of new sport resources. SRC members were allocated significant roles at special assemblies such as the Anzac Day Service. The SRC assisted in the organisation and running of our annual school disco, raising funds for our school.

## **Junior and Senior Choir**

The Sutherland North Public School Junior and Senior Choir practiced weekly throughout the year. They were given an opportunity to sing with accompaniment from professional musicians at the 2018 Sutherland Shire Schools' Music Festival and also performed at Sutherland North Public School Performing Arts Concert. Both choirs learned songs that required an understanding of harmony, pitch, tempo, dynamics, beat and foreign languages.

## **Public Speaking**

At Sutherland North Public speaking and listening are an integral part of the school's English program. This year students from K–6 participated in the school's Public Speaking Competition, where every student from Kindergarten to Year 6 was required to deliver prepared and impromptu speeches in front of their class. After holding class, stage and school competitions, representatives progressed to the Woronora River Public Speaking Finals where they had the opportunity to compete against students from schools across the region. The Public Speaking competition is a great opportunity for students to develop their speech writing and presentation skills and to communicate to audiences about topics that students are interested or issues they feel passionate about.

## **Debating**

Debating is an optional activity open to all students in Stage 3. This year Sutherland North Public School entered two teams into the Sydney Schools Debating Competition. The teams consisted of members from Year 5 and Year 6. The students had the opportunity to attend Flying Squad Debating workshops held by the Arts Unit, attending classes focusing on the matter, manner and method of a formal debate as well as how to structure a persuasive argument and rebuttal. Teams also undertook weekly training sessions during lunch times where they were participated in mock debates to further develop their debating skills. Sutherland North Public School Team A was successful in progressing to the Inter zone Final. Both teams demonstrated impressive debating skills throughout the competition

and showed great passion and enthusiasm as well as positive sportsmanship. We are looking forward to continuing to improve our debating skills and welcoming new members in 2019.

## **White Ribbon**

This year Sutherland North Public School had the opportunity for several teachers to attend the 'Breaking the Silence' workshop which was hosted by the Facilitation and Engagement Manager of White Ribbon Australia. This provided teachers with an opportunity to share ideas to promote respectful relationships with a local community of schools. The school held a White Ribbon Breakfast Barbeque to raise awareness of the White Ribbon Organisation. Members of the school community volunteered their time to ensure the barbeque was a success and listen to a guest speaker from the Domestic Violence Unit, Bankstown Area Command. In 2019 the school will become a recognized White Ribbon School and will liaise with local high schools to further promote and build respectful relationships amongst students.