

Sanctuary Point Public School Annual Report



2018



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Introduction

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

It provides an 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.

We value strong community ties, quality teaching provided by quality teachers, who constantly strive to improve their professional practice through current professional learning opportunities.

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School background

School vision statement

Sanctuary Point Public School will embrace innovation, nurture individual strengths, build self-directed and resilient students who become confident lifelong learners within a fun and supportive environment.

Using a holistic approach to foster student's positive attitudes we will have created a connected community where each individual feels valued.

Through the use of technology and Future Skills we aim to empower students to be active global citizens with a deep awareness of themselves and the world around them.

School context

Sanctuary Point Public School is an innovative school that supports the idea of lifelong learning within a quality teaching and learning environment. At our school, we are committed to sustaining a positive, nurturing and inclusive culture where students and staff work together in collaboration with parents and the wider community. Sanctuary Point Public School remains at the forefront of education and is leading the way in using technology and innovative teaching methods to improve our student's learning.

Sanctuary Point Public School is located on the shores of St Georges Basin and is part of the Bay and Basin Learning Community. Our school has approximately 500 students; seven support classes and Aboriginal students comprise 20% of the student population. The school staff includes a mix of highly experienced, mid-career and beginning teachers.

Our school is set in a low socio-economic community and has attracted significant funding over the past four years to support students and staff in delivering high quality programs. We are widely recognised for the care we take in supporting our students' individual social, emotional and academic development.

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.

[areas we have improved, and working towards]

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

Wellbeing

Purpose

By the end of 2020 students and staff of Sanctuary Point Public School will have in place a comprehensive and inclusive framework to support the physical and nutritional wellbeing of students.

1. Social and emotional.
2. Nutritional.
3. Physical.

Overall summary of progress

In 2018 the primary wellbeing focus at Sanctuary Point Public School was to have in place a comprehensive and inclusive framework to support the physical, social and emotional and nutritional wellbeing of students. Students have engaged in a range of learning activities and physical education programs to improve their physical health and wellbeing, building an awareness of the health benefits that keep you mentally and physically well. Through a range of formal and informal assessment and data collection, these initiatives have shown an overall improvement in student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2020: <ul style="list-style-type: none">• 75% of students having Crunch and Sip on a daily basis.		There is an increase in the number of students regularly bringing fresh fruit and vegetables for Crunch and Sip.
<ul style="list-style-type: none">• 90% of students K–2 are participating in PMP on a weekly basis.• 100% of Teachers are using physical brain break activities on a daily basis.• 90% of students are participating in Premier's Sporting Challenge		100% of students participated in the Premier's Sporting Challenge and using physical brain break activities. High participation rates in leisure sports indicate student interest but basic skills levels need to be improved during terms 1, 2 and 3. Leisure sports to be implemented in term 4 only.
<ul style="list-style-type: none">• A reduction in the amount high sugar/salt content food in lunchboxes.		Post lunch box audit, held in term 4, shows a reduction in packaged snacks, packaged drinks and disposable plastic items. There has been an increase in fruit and vegetable intake and reusable containers.

Next Steps

The introduction of physical programs and initiatives such as the Live, Life Well Program, stage based gymnastics and a whole school dance to be fit program.

Continue to embed the Bounce Back Program, re-introduce the Fish Philosophy and introduce the Life Skills Go Program throughout the whole school



Strategic Direction 2

Quality Teaching Literacy and Numeracy

Purpose

To improve the performance measures of all students in literacy and numeracy through the provision of dynamic, high quality teaching and learning programs, which are evidence-based and future focussed.

Overall summary of progress

Through the provision of professional learning and coaching/ mentoring opportunities, Sanctuary Point Public School has been working towards improving the literacy and numeracy outcomes of all students. Instructional leaders and teachers have engaged in high quality evidence-based training such as Literacy, Language, Learning (L3) and Building Numeracy Leadership (BNL) which has led to a pedagogical shift in teaching. Instructional Leaders have built staff capacity through weekly professional learning and delivered individualised coaching sessions based on teachers' professional development goals identified in their Performance and Development Plan (PDP). Classroom practices are reflecting a deeper understanding of syllabus documents and the National Literacy and Numeracy Progressions, the implementation of rich tasks, formative assessments and the delivery of effective feedback. Intervention programs have been implemented to assist students requiring additional support in literacy and numeracy. Quality resources have been sourced to enhance teaching and learning programs. Our NAPLAN results indicate growth which is above that of similar schools in both literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are at or above grade expectations in literacy and numeracy.	Instructional Leaders and Curriculum Mentors working with teachers.	We are well on our way to achieving this target by 2020.
Increased use of evidence-informed pedagogy by all teachers to improve learning outcomes in literacy and numeracy.	Instructional Leaders and Curriculum Mentors, Syllabus and Progression documents, BNL and L3 materials Coaching Booklets & access to ALAN Coaching relief teachers. Instructional leaders guide and support teaching staff to improve knowledge and understanding.	By the end of the year teachers are using evidence informed practices to improve the literacy and numeracy in their classrooms, a survey of teachers will be done to see if this is achieved. All staff completed training in BNL and L3 Staff implementing new coaching template
All teachers are routinely using evidence of learning, through a range of formative assessments which are driven by syllabus outcomes and The National Literacy and Numeracy Learning Progressions.	Instructional Leaders.	A walk through audit of classrooms, there are a range of formative assessments being used by teachers. Development of Scope and Sequences English and Mathematics

Next Steps

- * Continue to provide professional learning and coaching opportunities
- * Upskill new staff. Training in L3 and continuation of BNL
- * Implement and embed new Scope and Sequences for English and Mathematics and refine teaching programs



Strategic Direction 3

Positive School Culture

Purpose

The school collaborates with the local community to achieve improved student learning outcomes. Customer satisfaction is increased through improved administrative systems and processes as well as the provision of high quality service delivery.

Overall summary of progress

As a result of the External Validation process of Sanctuary Point Public School a need to broaden the scope of the community team was acknowledged. As a result of this in 2018 the Positive School Culture team was formed. The Positive School Culture team purpose is to collaborate with the local community to achieve and improve student learning outcomes, streamline administrative and management processes and ensure high quality service delivery.

The Positive School Culture team has successfully increased the number of community initiatives which promote engagement with students, staff and the wider Bay and Basin Community. These include Clean up Australia Day, Twilight School Fair, PaTCH/ BUGK parent programs, Grandparents day, NAIDOC, stage performance events and many more.

In line with the School plan of Building Cultural Awareness, an Aboriginal Cultural Mentor has been employed to work with teachers to authentically embed Aboriginal perspectives into the curriculum and enhance teachers' understanding of local Aboriginal culture and histories that can be shared with students. In their role they have created digital resources which are culturally appropriate and link with syllabus outcomes in the classroom. The Aboriginal garden project is in its final stages of completion with the removal of dangerous trees, burning off and replanting having taken place already.

The school has collected data, evaluated administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and make changes when required. The Positive School Culture team has created noticeboards which highlight key members of staff, streamlined operations in the office, reconfigured the administration building layout and revamped published school documents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2020: 1. 80% of community members are satisfied with the school's communication and service delivery.		Management practices have been continually revised and reflected upon. There has been an update of procedures in the school which has allowed for greater transparency between the school, staff, parents and broader community.
2. Staff and students will develop an increased awareness of local Aboriginal culture, practices and language embedded across all KLAs.	Cultural Mentor 3 days a week. Aboriginal Dance teacher 1 day a week	Cultural Mentor has developed resources and tools for the school. Mentor is working collaboratively with all staff to ensure culturally authentic learning experiences are happening within the school and supporting AEO with the ongoing planning and delivery of Aboriginal garden which is set for re-launch in 2019. Language programs are continuing to be developed and set to be rolled out
3. Extended partnerships with parents/community will lead to an improved understanding and capacity to motivate and support student learning.	Family Support Worker 5 days a week and a Community Liaison Officer 3 days a week.	Patch and BUGK programs have been successfully implemented. Parents are now supporting students at home and at school as volunteers.

Next Steps

- Increase the number of community initiatives that the school is involved both in school and out in the local

community eg Stage concerts and stage community projects.

- Streamline management process in the front office.
- Create visible communication spaces to display school plan, maps and various other signage.
- Continued work on the Aboriginal garden.
- Developing effective partnerships in learning with parent and students during goal setting and learning conversation sessions.
- Create social spaces throughout the school to support students socially and emotionally in the playground.
- Publish new Sanctuary Point Prospectus

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO Cultural Mentor 3 days a week Indigenous Dance teacher 1 day a week. Aboriginal SLSO 5 days a week.	Aboriginal students at SPPS are achieving their personal academic goals. The students are under represented in detention/suspension statistics. Aboriginal students demonstrate greater pride in their cultural heritage.
Low level adjustment for disability	SLSO's, minlit/multilit resources	Students have benefitted from having the assistance of an SLSO within the classroom and extra curricular activities as identified by the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	Four and a half teacher days allocation per week.	Teaching executive were released from classrooms to support other teachers, students and parents across all classes.
Socio-economic background	Instructional Leaders and Curriculum Mentors	Funds used to employ additional staff to develop and implement specific programs in student support and learning, ie: Instructional Leader position created to support teacher professional development leading to improved outcomes for students.
Support for beginning teachers	Teachers for additional Release from Face to Face.	Provide additional release for beginning teachers and mentors to strengthen teaching practice.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	269	267	256	253
Girls	230	245	233	230

The school is maintaining its enrolment. It is anticipated that this trend will continue. Currently we are unable to accept non-local enrolments, except in exceptional circumstances.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	94.2	93.6	91.6
1	94.6	93.9	92.4	93.2
2	92.9	94.2	93.5	91.7
3	93.6	93	93.9	93.6
4	93.6	92.9	93.8	92.9
5	93.4	93.9	91.9	94.6
6	93.5	92.7	93.9	90.6
All Years	93.6	93.5	93.3	92.5
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

As student welfare is a priority of our school, attendance is closely monitored by our attendance officer. To ensure students attend school regularly, students and families are supported by the following procedures.

All class rolls are marked everyday, students who arrive late must attend the office, where a register of late attendance is kept. Students who leave early must be

signed out by an authorised adult through the front office.

All attendance is monitored by the school attendance officer and the Department's Home School Liason Officer. If a student has 2 consecutive unexplained absences, the school may contact parents/carers. All absences should be explained with a note to the class teacher.

Any student who falls below 90% attendance in semester 1 will have a letter included with the half yearly academic report.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	21.77
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	11.78

*Full Time Equivalent

2 classroom teachers, 1 executive and a significant number of our support staff identify as Aboriginal.

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	0

Professional learning and teacher accreditation

All teachers meet the professional learning and accreditation standard appropriate to their level of development.

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	138,978
Revenue	6,377,720
Appropriation	6,232,616
Sale of Goods and Services	1,538
Grants and Contributions	141,642
Gain and Loss	0
Other Revenue	0
Investment Income	1,924
Expenses	-6,135,536
Recurrent Expenses	-6,135,536
Employee Related	-5,709,150
Operating Expenses	-426,386
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	242,184
Balance Carried Forward	381,162

- The Principal, SAM and executive monitor finances and set directions each year matched to the school plan and community needs.
- A major increase in expenditure for 2018 was the employment of a teacher to allow the school to have an additional off class executive.
- intended use of funds available>The balance carried forward includes allocation for new position at the school for 2019 and maintenance projects.

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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	3,114,535
Base Per Capita	101,043
Base Location	5,998
Other Base	3,007,494
Equity Total	1,006,563
Equity Aboriginal	177,556
Equity Socio economic	556,684
Equity Language	0
Equity Disability	272,323
Targeted Total	1,297,893
Other Total	495,577
Grand Total	5,914,568

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.

The school's Naplan Literacy results indicate a continuation of last years improvement trend, with reading a particular feature with more students attaining higher band results.

Year 3 Numeracy results indicate a increase in

students achieving middle bands as opposed to lower bands. Year 5 results show no students in the lowest 2 achievement bands.

Premier's Priorities: Improving education results. Our Naplan and school assessments show an increasing rise in student achievement in Literacy and Numeracy.

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

Parent/caregiver, student, teacher satisfaction

The feedback obtained from parents indicates general community satisfaction for the school in all areas. Students feedback shows they feel happy to be at school and their learning needs are being addressed. Staff report support structures at the school are exemplary and that their professional learning needs are being well catered for. In 2019 the students, parents and staff will be given the opportunity to participate in the DET Tell Them From Me surveys.

Policy requirements

Aboriginal education

The school's Aboriginal Education Procedures align with DET policy. We employ a number of Aboriginal teacher aides who work in classrooms across the school with students and staff to improve Aboriginal students educational outcomes. 1 aid is in the process of developing resources based on our local area indigenous culture and histories.

Multicultural and anti-racism education

The school supports the few students from non-English speaking backgrounds from school funds. Students are educated in tolerance and acceptance of each individuals cultural background. As part of the school's anti-racism procedures an anti-racism officer has been identified, who students, staff and parents can contact if necessary.