

Sandon Public School

Annual Report



2018



5696

Introduction

The Annual Report for **2018** is provided to the community of Sandon 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.

Denise Smother

Principal

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School background

School vision statement

Sandon Public School is a collaborative learning community committed to developing confident, successful learners and leaders.

Students are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

The Sandon Community demonstrates our S.H.I.N.E. values of Show Respect, Honesty, Including others, Never giving up and Engaging in learning.

School context

Sandon Public school has an outstanding reputation for inclusivity, student leadership and quality teaching and learning programs.

The school has a student population of approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Approximately twenty seven percent of students are of Aboriginal background. Fourteen percent of students have English as an additional language and ten percent of students have a diagnosed disability. Our teaching and learning and student well-being programs are designed to address this complexity.

NAPLAN growth data has been consistent.

Sandon Public School has been a Positive Behaviour for Learning (PBL) school for five years and the school's **S.H.I.N.E.** values (Show respect, Honesty, Include others, Never give up, Engage in learning) and inclusive culture underpin the ethos of the school.

There is an active Parents and Citizen's Association.

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.

The results of this process indicated:

Learning Culture: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **High Expectations** Sandon Public School was able to find evidence that we have a demonstrated commitment within the school community that all students make progress. Examples include teacher programs that evidence differentiation for students based on their individual needs, meetings with parents to determine learning goals, Personalised Learning Plans for students, feedback to students on how to improve, stage and staff meetings that discuss student progress and how to move students forward.

Under the theme of **Transitions and continuity of learning** we were able to find evidence that the school collects and analyses information to inform and support students' successful transitions. Examples include the school counsellor preparing up to date assessments and information for students with disabilities going to high school, Year 6 students attending 'Taster Days' at the local high school, Kindergarten transition program of four mornings during Term 4 and planning for class placements includes the class teachers as well as the Executive, intensive transition programs for students entering and leaving the support classes.

Under the theme of **Attendance** we were able to find evidence that staff regularly monitor attendance, by marking rolls promptly and accurately and that attendance is a regular agenda item for the Wellbeing meetings. Students with

attendance below 85% had individual case management within the school and in some cases were assisted by the Home School Liaison team. In Semester Two, students whose attendance was above 95% were congratulated in the school newsletter.

Wellbeing: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Caring for students** we were able to find evidence that every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Every student was either surveyed or interviewed to gather this data.

Under the theme of **A planned approach to wellbeing** we were able to find evidence that the school plans for and monitors a whole school approach to student wellbeing and learning programs. In 2018 Sandon Public School renewed and reinvigorated Positive Behaviour for Learning (PBL) with a view to relaunching in 2019 with more transparency for students on how merit schemes work. The students were celebrated through *Stars of the Week, Bronze, Silver, Gold and Platinum Awards* and *Certificates of Achievement*. In 2018 we implemented the *Better Buddies*, a program from the *Alannah and Madeline Foundation* that is aimed at addressing bullying behaviour by teaching children to create strong, meaningful relationships with one another. *Better Buddies* works by pairing students in their first year of primary school with an older buddy, to help them feel safe, valued and connected to their school community. Feedback from staff, parents and students revealed the program achieved its aims.

Under the theme of **Behaviour** we were able to find evidence that expectations of behaviour were co-developed with students, staff and the community and are designed to ensure effective conditions for learning. As a Positive Behaviour for Learning (PBL) school our S.H.I.N.E. values are explicitly taught by the class teacher, reinforced in all settings and supported by peer support lessons. The introduction of the *Better Buddies* program supported our anti-bullying strategies to create positive, respectful relationships.

Curriculum: Our analysis enabled us to determine we are **Sustaining and Growing**.

Under the theme of **Curriculum provision** we were able to find evidence that Sandon Public School is offering a curriculum that meets departmental and NESA requirements, teachers use syllabus documents to plan Scope and Sequences and teaching and learning activities. Teachers are beginning to work collaboratively to plan lessons incorporating visible learning and to develop critical and creative thinking.

Under the theme of **teaching and learning programs** teachers are using PLAN data, Best Start and the learning progressions to plot students and cater for their individual learning.

Under the theme of **differentiation** staff make use of Personal Learning Plans to deliver differentiated lessons and to assist students achieve their goals. All students with disabilities have an individual negotiated learning plan. Most students are able to articulate their learning goals that were developed in consultation with the class teacher.

Assessment: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Formative assessment** we were able to find evidence that teachers routinely use data to inform their teaching. Such examples are running records to determine reading abilities and future learning, Diagnostic assessments to plan for teaching and learning activities and teacher class programs that detail individual student learning and where to next.

Under the theme of **Summative assessment** we were able to find evidence that assessment is planned and undertaken regularly in all classes and data is systematically collected. Some examples include a writing task that was set for the whole school and marked by teachers from different stages, use of the progressions by Early Stage 1 teachers and the creation of an assessment schedule.

Under the theme of **Student engagement** we were able to find evidence that teachers share criteria for student assessment through the use of WALT (We Are Learning To) and WILF (What I Am Looking For) and that effective feedback is provided to students to enable them to improve.

Under the theme of **Whole school monitoring of student learning** our evidence of Wellbeing team referrals, Support teacher referrals and interventions and the stage based assessment schedules assist us to ensure that the learning of all students is systematically monitored.

Reporting: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Whole school reporting** our evidence demonstrated that we analyse internal data from a variety of sources, such as attendance, suspension, wellbeing referrals, support teacher caseload, standardised assessments, and NAPLAN data to report on student and school performance.

Under the theme of **Student reports** our evidence gathering determined that our individual student reports meet the

Department of Education's guidelines to report on all Key Learning areas, with comments, include personalised descriptions of students strengths and in some cases identify areas for growth.

Under the theme of **Parent engagement** our evidence gathering determined that we provide opportunities such as a parent information night, parent/teacher interviews, individual phone calls, notes home and formal reports for parents/carers to have opportunities to discuss their child's progress.

Student performance measures: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **value-add** the evidence we gathered demonstrated that for the majority of students the value add trend was positive from Year 3 to Year 5.

Under the theme of **NAPLAN** our evidence demonstrated that we do not have 90% of students achieving at or above minimum standards on NAPLAN reading, writing and numeracy. The school will implement measures in 2019 to address this issue.

Under the theme of **Student growth** our evidence demonstrated some staff are identifying growth targets for individual students using a variety of progress and achievement data.

Under the theme of **internal and external measures against syllabus standards** the evidence we gathered demonstrated that some students have Personalised Learning Plans and learning goals. The majority of students have learning goals for some Key Learning Areas, however all students do not have ownership of their learning goals to set, monitor and revise as needed.

Effective classroom practice: Our analysis enabled us to determine we are **Sustaining and Growing**. Our evidence demonstrated that teachers do collaborate across stages to develop programs and set assessment tasks. The staff participated in moderating a whole school writing task, with staff working in across stage groups to provide feedback for students and colleagues.

Under the theme of **Explicit Teaching** there is evidence that staff across Kindergarten to Year 2 are using the Learning progressions and Language, Learning and Literacy (L3) to question and assess students' learning needs. Across the school staff have been supported by the Assistant Principal Wellbeing, and the Learning and Support Teacher to develop learning tasks that explicitly break down knowledge for students.

Under the theme of **Feedback** our evidence demonstrated that most teachers are providing explicit, specific and timely formative feedback. The use of success criteria is visible within most classrooms, however this practice is not embedded into every classroom or for every lesson.

Under the theme of **classroom management** the evidence demonstrated that Positive Behaviour for Learning, a school wide approach to classroom management is evident. Support from Executive staff and buddy teachers is provided when students and staff need assistance to support minimal disruptions to learning.

Data skills and use: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **data literacy** our evidence demonstrated the need for further professional learning to build the skills of all teaching staff in the skills of analysis, interpretation and the use of student progress and achievement data. Very few staff reported an understanding and familiarity with data concepts such as causality and bias.

Under the theme of data analysis the leadership team gather and use a variety of data to make decisions regarding student learning, teacher professional learning and progress toward strategic directions and milestones. During Term 4 a planning day was held with the Executive using evaluative thinking to plan for 2019.

Under the theme of **data use in teaching** our evidence demonstrated that teachers are reviewing NAPLAN data, with other standardised assessments such as the South Australian Spelling test, the Waddington's reading assessment and running records to build consistent and comparable judgement of student learning.

Under the theme of **Data use in planning** the Annual School report provides information in regard to student achievement.

Professional standards: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **improvement of practice** there is evidence that all teaching staff are using the Australian Professional Standards to measure themselves, reflect on their practice and plan and monitor their own professional development to improve their performance. The leadership team have identified strengths and areas to improve within the teaching staff to source particular expertise.

Under the theme of **Accreditation** our evidence demonstrated the school is supporting staff to achieve and maintain

their accreditation. In 2018 one staff member gained their proficient accreditation and one staff member completed their maintenance.

Under the theme of **Literacy and Numeracy** focus the evidence demonstrated that staff have had professional learning on the Literacy and Numeracy progressions and their use to support effective strategies for teaching. Many staff have had professional learning on L3 and are using this literacy strategy.

Learning and development: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Collaborative practice and feedback** there is evidence that stage teams meet regularly to review the curriculum and to revise teaching practices and learning programs. The Positive Behaviour for Learning (PBL) team meet regularly to plan and develop lessons for implementation across the whole school. Some lesson observation of classroom teaching practice occurred throughout the year with the aim to improve professional knowledge and practice.

Under the theme of **coaching and mentoring** there is evidence to show there are some structures in place to support new staff. Every class teacher has a buddy to support them.

Under the theme of **professional learning** there is evidence that professional learning is targeted to the school plan, the needs of our students, eg Diabetes Awareness training, and staff professional goals. Professional learning is shared and discussed with other staff to help improve whole school practice.

Under the theme of **Expertise and innovation** there is evidence that staff are beginning to use technology such as the Seesaw app to enhance student learning. Some staff are sharing their expertise to further enhance the professional learning of their colleagues.

Educational leadership: Our analysis enabled us to determine we are **Sustaining and Growing**.

Under the theme of **Instructional leadership** our evidence demonstrated that the Executive team are provided with opportunities to engage with distributed instructional leadership across the school. The Executive team met with their team members regularly to ensure the implementation of NESA requirements and the whole staff met regularly for professional learning that focused on student learning and improving student learning.

Under the theme of **High expectations culture** our evidence demonstrated through the PDP process and regular monitoring of program development and implementation a culture of high expectations was evident for every staff member. Classroom observations for every teacher and School Learning Support Officer occurred to affirm quality and to challenge and address any underperformance.

Under the theme of **Performance management and development** the evidence demonstrated every staff member in 2018 had a PDP that proactively sought to improve their performance. Through targeted professional learning and observation of teaching practice any issues of poor performance were identified and dealt with promptly.

Under the theme of **Community engagement** the evidence demonstrated parents and community members had many opportunities to engage in school related activities, such as Assemblies, Community Breakfast, Yarn Up Breakfast, Presentation Assembly, excursions, whole school performance, Grand friends day, Welcome barbecue. The school interviewed parents at Assemblies, breakfast, P&C meetings and sporting activities to have feedback on a number of programs and organisational changes.

School planning, implementation and reporting. Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Continuous improvement** the evidence demonstrated that the leadership team lead a collaborative process to develop evidence-based school plans. Data and professional research findings was presented for staff to discuss and think about what changes will impact student learning and their teaching. Staff were given opportunities to feed back through surveys, discussions and interviews about the impact the changes were having. This feedback resulted in modifications and deletions of systems, and processes.

Under the theme of **School plan** the evidence demonstrated the School plan 2018 – 2020 was developed through consultation with staff, students, parents and the community. Research was used to determine the changing face of Education and the types of skills students will need in the future. The vision for the plan was developed collaboratively by the staff and then reviewed by the P&C. Several discussions with staff were held for them to understand their role in the delivery of the plan.

Under the theme of **Annual report** the evidence demonstrated this Annual report 2018, used a variety of data sources on both learning and wellbeing to monitor achievement, milestones and performance. The data included feedback from students, parents and community members and internal and external performance measures.

School resources: Our analysis enabled us to determine we are **Delivering**.

Under the theme of **staff deployment** the evidence indicates that the leadership team managed the schools staffing to create an effective learning environment. In 2018 three merit selections were carried out to select an Assistant Principal Teaching and Learning, an Assistant Principal Wellbeing and a classroom teacher. A further classroom teacher was appointed through transfer. An audit of administrative process was conducted to determine tasks that could be pulled back from teachers to appropriate non-teaching staff.

Under the theme of **Facilities** the evidence indicates the school's physical resources and facilities are safe and well maintained. An upgrade to the front office area provided extra safer working space for front counter staff and extra office space for Assistant Principals and the school counsellor.

Under the theme of **Technology** the evidence indicates the school has a range of technology supports such as iPads, laptop computers, desk top computers, Interactive panels and cameras to enhance teaching and learning. In all classrooms technology is integrated into lesson delivery.

Under the theme of **Community use of facilities** the evidence indicates the school collaborates with the local community on access to school assets and resources. After school care is provided in the hall by a non-profit community group, Playgroup is provided in the hall by another not for profit community group. The school provided meeting spaces for staff from Government Agencies to meet with clients.

Under the theme of **Financial management** the evidence indicates strategic financial management was used to gain efficiencies and to maximise school resources. School playing fields were upgraded, new interactive panels purchased for two classrooms, the administration area upgrade, refurbishment of the library, staff workspace in the library upgraded.

Management practices and processes. Our analysis enabled us to determine we are **Delivering**.

Under the theme of **Administrative systems and processes** the evidence we gathered indicated the administration practices and process were a little outdated and so needed to be streamlined, discarded or renewed in order to effectively support school operations and teaching. The school intends to collect further information about administration practices to further enhance efficiencies and effectiveness.

Under the theme of **Service delivery** the evidence indicates that most school staff are aware of the need to develop skills that successfully support the maintenance of an effective positive customer focused service ethic. Further work is required to improve service delivery and the customer experience.

Under the theme of **community satisfaction** the evidence indicates the school gathered information to determine community satisfaction through surveys, interviews, informal discussions and impromptu feedback. The leadership team analysed the responses to determine further improvements required.

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 Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. As a collaborative learning community committed to developing confident, successful learners and leaders we will develop and maintain skilled, high performing teachers.

Overall summary of progress

During 2018 staff participated in further professional learning on the Australian Professional Standards for Teaching and used the language from the Standards in their Performance and Development Plans. A deep understanding of the Standards can guide professional learning, practice and engagement facilities the improvement of teacher quality.

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">• At least two Teachers have Highly Accomplished Accreditation.• All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.• All teachers are familiar with and implement assessment for, as and of learning to gather evidence and make judgements about student achievement. This will be evidenced through professional learning and supervision practices.	\$22 000	<p>All professional learning attended by staff across the year, was identified either within the school plan or the individual staff members PDP. Staff have been encouraged to search for NESA accredited professional learning as necessary.</p> <p>During the year a common assessment task in writing was set and administered. This provided opportunities for staff to work across stages to make judgements on student achievement.</p>

Next Steps

Two staff have indicated they are willing to commence gathering evidence to achieve Highly Accomplished.

During 2019 more opportunities to set common assessment tasks and to meet across stages to make judgements about student learning will be provided.

Detailed analysis of school based assessments in English to determine focus for instructional leadership.

Feedback from students to be gathered at the beginning and the end of the year regarding teaching and learning.

Strategic Direction 2

Quality Learning

Purpose

Quality learning builds the capabilities for every student so they are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

Overall summary of progress

During 2018 all staff became familiar with the Literacy and Numeracy progressions. As a supplementary school Kindergarten, Year 1 and Year 2 staff entered data to track student learning.

The staff engaged in identified professional learning that was targeted to suit individual needs to support every student, every teacher can improve every year.

Every staff member had opportunities to reflect and receive feedback from their team leader.

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">• Progress and achievement of equity groups within the school is equivalent to the progress and achievement for all students.• The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.	\$130 000	For some Aboriginal students their growth data on NAPLAN was exceeded and for some Aboriginal students their growth on NAPLAN data was within the expected range.

Next Steps

In 2019 the school has decided to employ an Instructional Leader Kinder to Year 2, with a focus on Literacy and Numeracy. This role will be required to gather and interpret a range of data to identify gaps in achievement and to plan how to lift student achievement. The Instructional Leader will provide professional learning, demonstration lessons, peer support.

Engage with Quality Teaching Rounds through the University of Newcastle research project.

Refine and re-engage with L3 as a strategy for meeting targets in literacy.

Implement TEN (Targeting Early Numeracy) as a strategy in Early Stage 1 and Stage 1 to enhance numeracy learning.

Implement three way conferencing to support reporting to parents.

Strategic Direction 3

Wellbeing to Connect, Succeed, Thrive.

Purpose

Sandon Public School community values of Show Respect, Honesty, Include others, Never give up and Engaging in learning are the foundations for Wellbeing so our students can:

Connect: Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging.

Succeed: They will be respected, valued, encouraged, supported and empowered to succeed.

Thrive: Our students will grow and flourish, do well and prosper.

Overall summary of progress

During 2018 the Positive Behaviour for Learning (PBL) team was renewed. The team looked at many of the structures and systems sitting under the PBL umbrella to determine if they were still current. From this analysis the merit awards systems was renewed with new certificates designed and printed for use in 2019.

New signage was designed to promote PBL and our values and will be installed early in 2019.

Every student was surveyed in order to provide feedback on their wellbeing.

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">Attendance rates are above state average.Increase the number of students who self report themselves as confident, resilient, have positive self-esteem and take risks with their learning.	\$10 000 was set aside for new school signage, PBL S.H.I.N.E. Award certificates, professional marketing photos and design layout by a graphic artist.	During 2018 Attendance continued to be an agenda item for the wellbeing team meeting. Attendance data was tabled and ideas generated for improving individual students attendance. In some cases support was provided to the class teacher to ensure procedures were followed for making contact with families.

Next Steps

Continue with attendance as an agenda item for Wellbeing meetings. Provide professional learning for staff on roll marking using EBS4. Remind staff to follow up their responsibilities in regard to non-attendance. Continue to celebrate students who have attendance above 95%.

Conduct the survey of students to determine if they can rate themselves as confident, resilient, have positive self-esteem and take risks with their learning.

Employ a specialist PDHPE teacher in 2019.

Implement *Peaceful Kids* with targeted students. Train two staff members to deliver *Peaceful Kids* Parent workshops.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Two School Learning Support Officers (SLSO) were employed to assist the class teacher in one support class and in a Kindergarten class.</p> <p>(\$130.000)</p> <p>A Speech Pathologist was employed to assess individual students in Kindergarten identified by the class teacher as needing support. The Speech Pathologist devised an individual program for each student and then provided professional learning to deliver the program.</p> <p>(\$70000)</p>	<p>The SLSO worked in the support unit to assist the teacher cater for a student with high support needs. The student was re-engaged with learning and by the end of the year was participating appropriately in all aspects of school life.</p> <p>End of year assessments conducted by the Speech Pathologist indicated all students had made significant gains.</p>
English language proficiency	<p>A teacher was employed two days per week to work with identified students individually and in the classroom.</p>	<p>All supported students made progress in the understanding and use of the English language.</p> <p>25 students required no support.</p> <p>8 students were identified at the beginning level.</p> <p>7 students were identified at emerging level.</p> <p>5 students were identified at developing level.</p> <p>3 students were identified at the consolidating level.</p>
Low level adjustment for disability		<p>Some individual students were supported to have individual support programs developed and implemented to support them engage in all class and school activities.</p>
Quality Teaching, Successful Students (QTSS)	<p>Extra release from face to face teaching was provided for the three Assistant Principals.</p>	<p>Positive behaviour support programs were developed and implemented with class teachers.</p> <p>Observation and feedback provided to staff around lesson delivery.</p> <p>Choir program implemented and students participated in <i>New England Sings</i>.</p>
Socio-economic background	<p>Two SLSOs</p> <p>\$130 000</p>	<p>School Learning Support Officers were employed to assist with a Speech Language program and to support high support needs students in the support classes access curriculum.</p>
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 4000.00) • Support for beginning teachers (\$4 000.00) 	<p>One staff member, was provided with additional release from face to face teaching to work with the assigned mentor. The staff member attended professional learning on supporting student wellbeing . The class</p>

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 4000.00) • Support for beginning teachers (\$4 000.00) 	teacher provided professional learning to the remainder of the staff on how to use some of the strategies in their own classrooms.
Targeted student support for refugees and new arrivals		<p>Many of the refugee students increased the use of their vocabulary in the playground. and classroom.</p> <p>The school supplied uniforms for all refugee students as needed.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	113	111	117	126
Girls	133	123	114	121

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	89.5	91.9	87.8
1	94.2	91.8	90.9	91.8
2	93.9	93.3	92.7	90.3
3	93.7	92.5	92	92.2
4	91.9	91.7	90.9	92
5	94.4	91.8	93.4	85.2
6	92.9	94.3	91.2	88.7
All Years	93.7	92.1	91.9	90
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

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.38
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	4.52

*Full Time Equivalent

In 2018 one staff member identified 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	10

Professional learning and teacher accreditation

In 2018 Sandon Public School staff participated in professional learning that supported the strategic directions of the school plan, or was required to comply with NSW Department of Education requirements.

Staff that were involved in outside school learning shared their knowledge and understanding gained with the remainder of the staff. Some of the professional learning included:

- Critical and Creative Thinking
- Collective Teacher Efficacy
- Peaceful Kids
- First Aid
- Implementing the new PDHPE syllabus
- Supporting students from refugee backgrounds in schools
- Diabetes Awareness

One temporary staff member gained proficient registration with the National Educational Standards Authority.

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	400,407
Revenue	2,923,794
Appropriation	2,822,318
Sale of Goods and Services	2,139
Grants and Contributions	84,333
Gain and Loss	0
Other Revenue	12,053
Investment Income	2,951
Expenses	-2,930,272
Recurrent Expenses	-2,930,272
Employee Related	-2,647,939
Operating Expenses	-282,333
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-6,477
Balance Carried Forward	393,930

In 2018 Sandon Public School budgeted to expend funds on a variety of projects that supported educational delivery or the school plan. The budget committee consisted of the Principal, the School Administration Manager, Assistant Principals and parents.

Some of the projects/ spending included:

- an upgrade of the front administration office, to make it more secure and worker friendly
- an upgrade of the school oval
- installation of a bench with storage within the library office for staff
- new furniture and shelves for the library
- extension of the Library administration hours to one day per week
- extra School Learning Support officers across the school to support teachers and identified students with additional needs
- additional Ipads and shock proof covers for use in classrooms
- professional learning
- long term sick leave for staff members
- speech language program for identified students in Early Stage 1
- new signage around the school to promote Positive Behaviour for Learning (PBL)
- extra General Assistant hours in Term 1

- extra Administration support in Term 1

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	1,737,400
Base Per Capita	46,830
Base Location	2,358
Other Base	1,688,212
Equity Total	354,429
Equity Aboriginal	90,501
Equity Socio economic	75,777
Equity Language	30,150
Equity Disability	158,002
Targeted Total	397,130
Other Total	103,458
Grand Total	2,592,417

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.

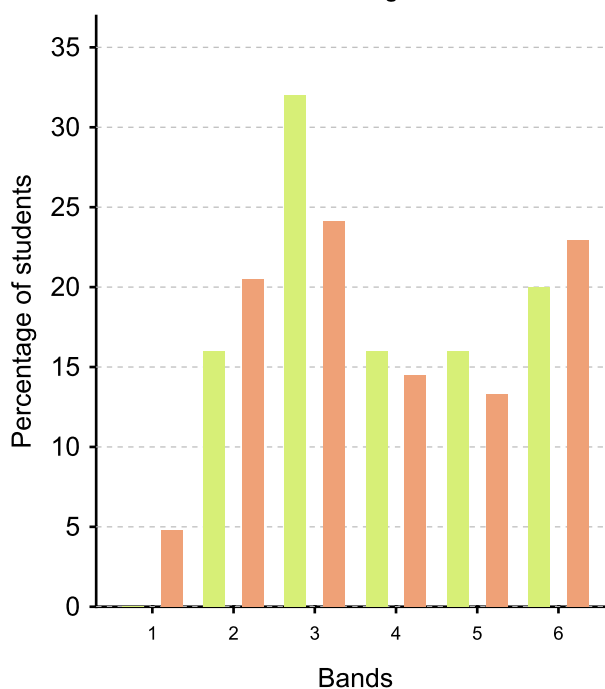
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

are discouraged during these transition years.

37% of students in Year 3 at Sandon Public School who sat NAPLAN in 2018 were in the top two bands in Reading.

19.05% of students in Year 5 at Sandon Public School who sat NAPLAN in 2018 were in the top two bands in Reading.

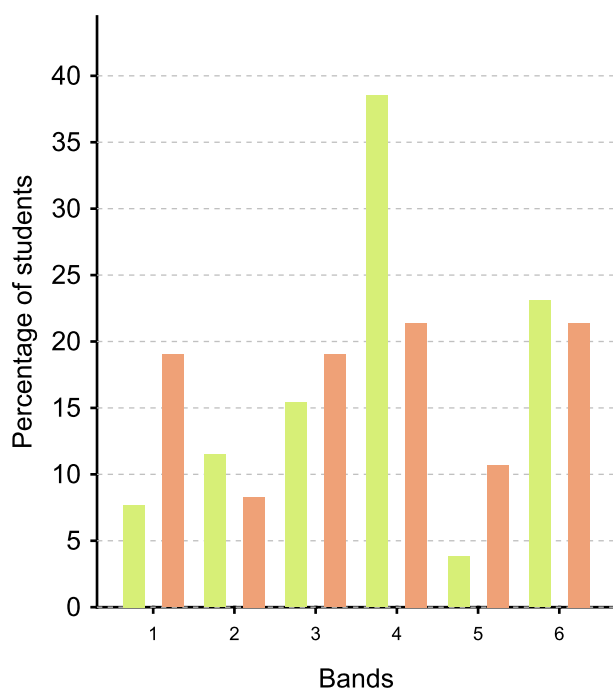
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	16.0	32.0	16.0	16.0	20.0
School avg 2016-2018	4.8	20.5	24.1	14.5	13.3	22.9

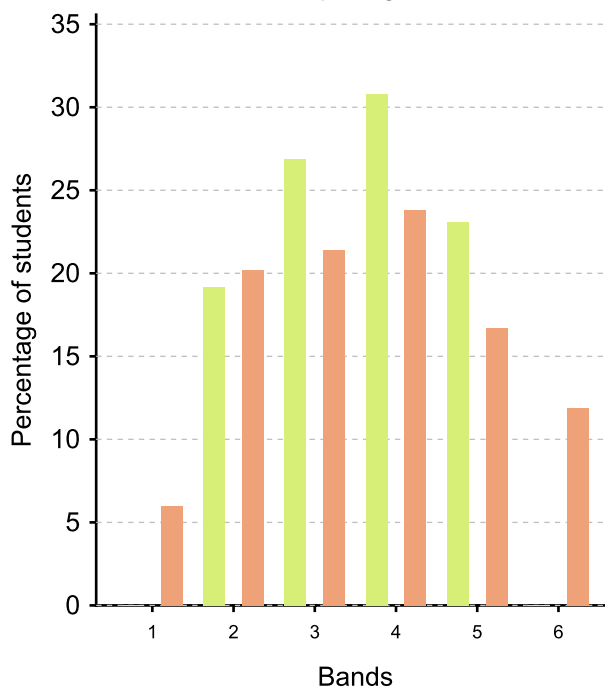
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	15.4	38.5	3.8	23.1
School avg 2016-2018	19	8.3	19	21.4	10.7	21.4

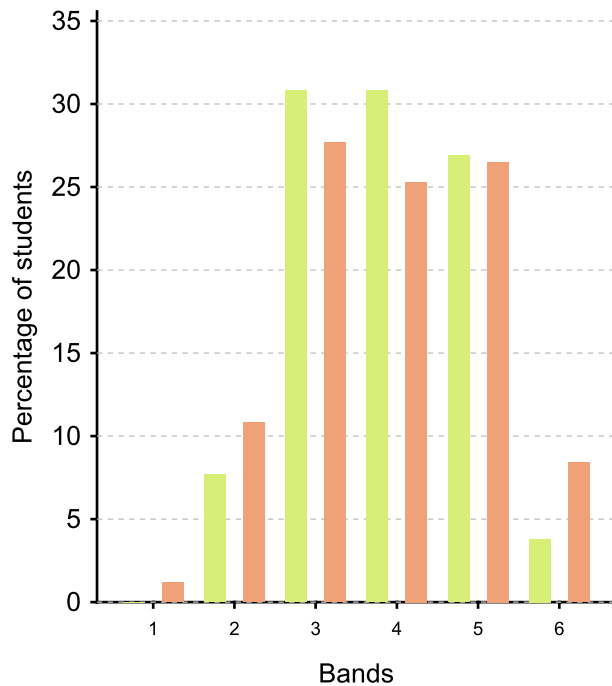
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	19.2	26.9	30.8	23.1	0.0
School avg 2016-2018	6	20.2	21.4	23.8	16.7	11.9

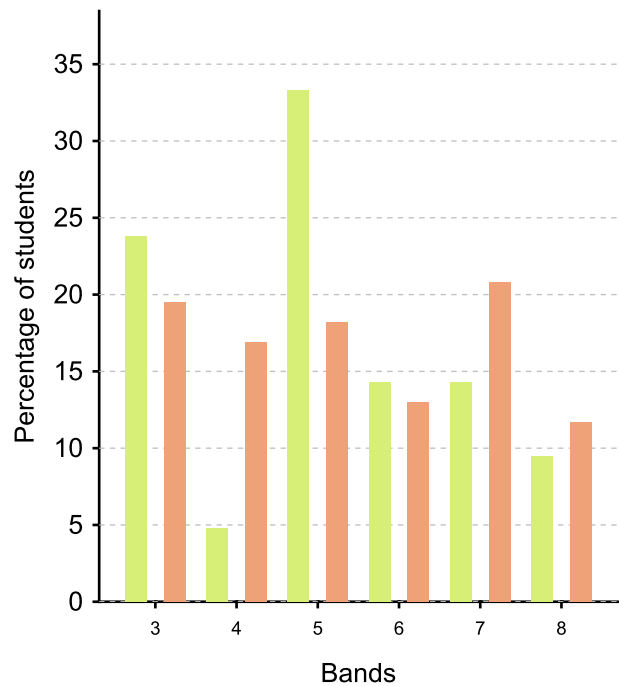
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	30.8	30.8	26.9	3.8
School avg 2016-2018	1.2	10.8	27.7	25.3	26.5	8.4

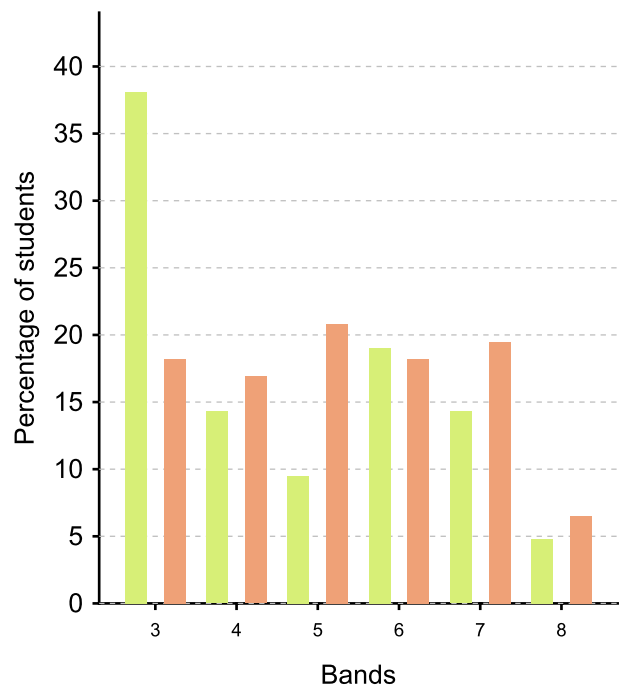
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	23.8	4.8	33.3	14.3	14.3	9.5
School avg 2016-2018	19.5	16.9	18.2	13	20.8	11.7

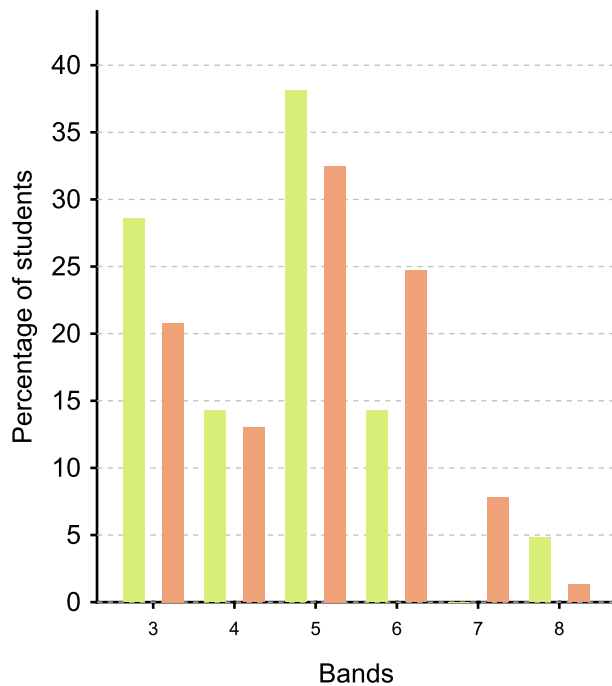
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	38.1	14.3	9.5	19.0	14.3	4.8
School avg 2016-2018	18.2	16.9	20.8	18.2	19.5	6.5

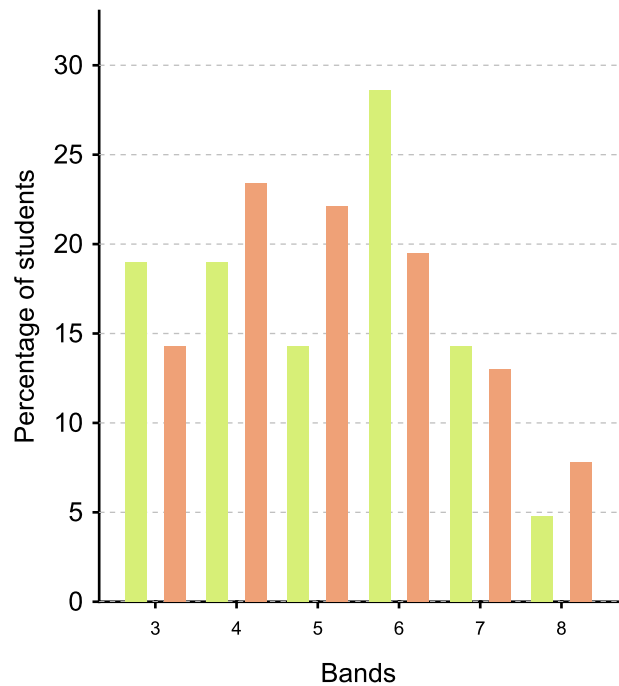
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	28.6	14.3	38.1	14.3	0.0	4.8
School avg 2016-2018	20.8	13	32.5	24.7	7.8	1.3

Percentage in bands:
Year 5 Spelling



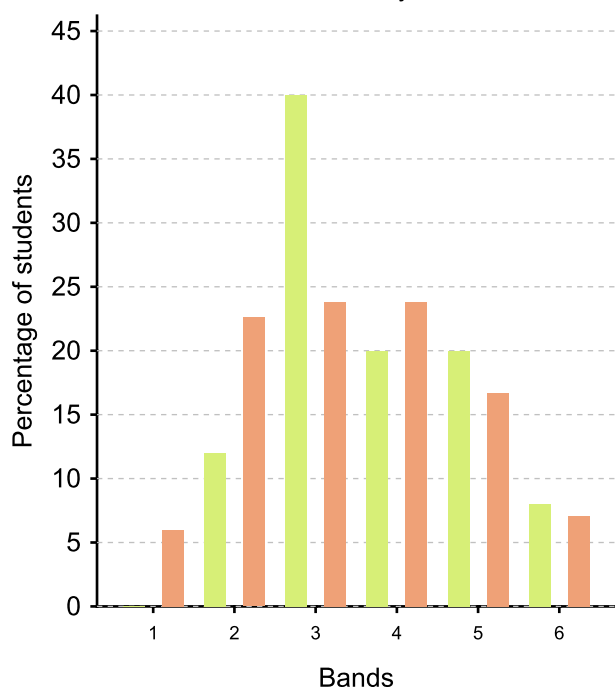
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.0	19.0	14.3	28.6	14.3	4.8
School avg 2016-2018	14.3	23.4	22.1	19.5	13	7.8

28% of students in Year 3 at Sandon Public School who sat NAPLAN in 2018 were in the top two bands in Numeracy.

14.2% of students in Year 5 at Sandon Public School who sat NAPLAN in 2018 were in the top two bands in Numeracy.

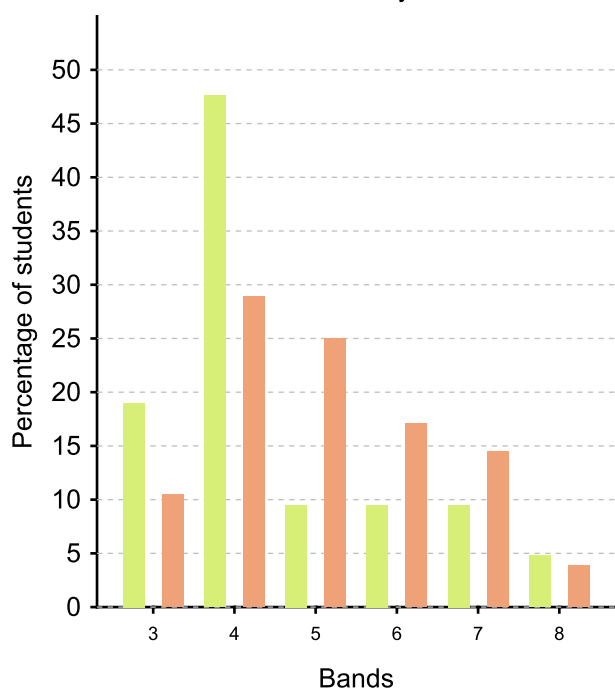
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	12.0	40.0	20.0	20.0	8.0
School avg 2016-2018	6	22.6	23.8	23.8	16.7	7.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.0	47.6	9.5	9.5	9.5	4.8
School avg 2016-2018	10.5	28.9	25	17.1	14.5	3.9

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.

Sandon Public School reported 25 % of students in the top two bands of Literacy and Numeracy achievement in line with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

In 2018 the school gathered information from students, staff, parents and community members about the school. The information was gathered through P & C meetings, visits from community members, individual letters, surveys and school events, such as the Community Yarn Up breakfast, The NAIDOC week lunch and the Community Breakfast.

Some of the feedback included:

- a great idea to implement the Community Yarn Up breakfast.
- the performance night was the best ever, as the length of the whole night was just right and we loved the inclusion of the whole school , including staff for the finale.
- I think you need to hold more than two Assemblies per term.

Policy requirements

Aboriginal education

In 2018 Sandon Public School had 80 students enrolled who identified as Aboriginal. These students were enrolled in classes from Kindergarten to Year 6. In 2018 Sandon Public School held a Yarning Breakfast during Term 1 to make stronger connections with our Aboriginal families. The breakfast was well attended and the school received positive feedback. One staff member led the Personalised Learning Plan (PLP) process, that resulted in a new template for the students and parents to fill in and a new system of storing the plans so they are more readily accessible and meaningful for the students.

During Term 4, in partnership with Gubi Gabun Children's Mobile Service Sandon Public School held playsessions for Aboriginal families on the first and third Monday of the month in the school hall. The play sessions were attended by two families, who reported the play sessions were worthwhile to the family's

needs. Negotiations will be held with Gubi Gabun to determine the ongoing viability in 2019.

expressive and receptive language delays the growth shown was very significant.

During NAIDOC week all students were involved in a number of activities that celebrated Aboriginal culture.

- Two visiting performances
- Aboriginal Tabloid games afternoon
- Assembly. Students from Duval High School's Aboriginal Dance group performed at the Assembly as did a number of our own Aboriginal students.

In 2018 Sandon Public School received Equity funding for Aboriginal students. This funding was used to employ School Learning Support Officers to provide support with in class learning in Early Stage 1 and the support classes. The funding supported a number of Aboriginal students who have significant individual support needs.

Multicultural and anti-racism education

In 2018 Sandon Public School had 13% of students from a background other than English. The school received funding to employ a teacher two days per week to support students learning English. The teacher provided individual one to one support, in class support and support in the playground to enable the students to use their language learning in a variety of settings.

In 2018 Sandon Public School had seven refugee students who attended for varying lengths of time. The students are from families who have been resettled in Armidale. The majority of students left the school when their families found long term accommodation outside our school area. The school was provided with funding to employ a School Learning Support Officer/Interpreter for two hours per week to assist with home/school communication.

The school held Harmony Day celebrations that provided opportunities for a number of cultures to be recognised. The school held a games afternoon, where games from around the world were played and students were in mixed groups to participate.

Other school programs

Speech, Language and communication program for Early Stage 1.

In 2018 the school employed a Speech Pathologist to conduct assessments on teacher identified Kindergarten students who the teacher identified as having additional needs. After conducting initial assessments the Speech Pathologist developed a program and trained a School Learning Support Officer to develop the program daily to the identified students.

Towards the end of the year the Speech Pathologist conducted further assessments to determine any changes. All students recorded significant improvement on the standardised assessments. For some students who were identified as having moderate to severe