

Sans Souci Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Sans Souci Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

School context

Sans Souci Public School is located on the Georges River in Sydney's south. The school community is very supportive and has high expectations. Programs focus on developing the whole child in academic, sporting and cultural areas. There are 444 families with a total of 632 students enrolled for 2019. 71.3% of the students are from a background other than English and there are 39 different language backgrounds represented. 15 students identify as Aboriginal or Torres Strait Islander. The school has 26 regular and multi-grade classes. Students and staff enjoy an engaging and well-resourced learning environment and are encouraged to develop individual potential through extra-curricular programs in band, dance, choir, public speaking and debating. There are opportunities to develop leadership skills through the Student Leadership Teams, Student Representative Council and Bully Buster Program. Sporting programs include team and individual sports and students participate in the Botany Bay Zone PSSA competitions.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Quality Learning

Purpose

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

Improvement Measures

- Increased proportion of students achieving proficiency in literacy and numeracy; in line with the Premier's Priorities
- Improved levels of student wellbeing, self-direction and engagement
- Evidence of student improvement in literacy and numeracy data K–6
- Increased opportunities for student goal setting and feedback

Overall summary of progress

The overall goal to maintain an 85% or higher Instructional Reading Level for K–2 students was exceeded for a further year at 89%. All Early Stage One teachers have completed their two-year L3 training. In Stage 1, two teachers have completed their first year of L31 training and all other teachers have completed their second year of training.

Stage 2 teachers participated in professional learning to gain a deeper understanding of project-based student learning. Teachers now use strategies to develop and implement real world projects to engage students, improve student outcomes and improve teaching practices. As a result of this professional learning, Stage 2 teachers were able to confidently facilitate the process of students using *Minecraft* and *Explain Everything* on iPads to design and justify their design choices for sustainable housing. These projects will be implemented at least three times a year and will focus around sustainable practices.

An Instructional Leader worked closely in consultation with the Stage 2 Assistant Principal and team to develop an explicit series of writing lessons that 'chunked' the writing process into distinct steps. The Instructional Leader led a process of developing explicit criteria that was negotiated with each classroom teacher to best suit the needs of the class and individual students needs within the class.

The instructional leader also supported Stage 3 teachers in designing and implementing explicit writing lessons based on the Stage 3 history and science content. The writing tasks were presented in *Hyperdocs* which allowed the students to engage in self-directed learning, whilst other students could be supported by the teacher during the learning process. The explicit writing lessons were embedded with effective peer feedback practice. The peer feedback was based on negotiated explicit writing criteria. The Instructional leader supported Stage 3 teachers in designing and implementing writing rubrics to support assessment and reporting of student writing. The rubrics designed were also provided to students as success criteria for the writing lesson.

In addition, the instructional leader supported Stage 3 teachers in designing student success criteria and rubrics to support the assessment and reporting on the existing Stage 3 mathematics technology lessons.

Progress towards achieving improvement measures

Process 1: Differentiation

Timely and targeted feedback for all students reflecting personal goals, best practice and access to differentiated learning programs.

Evaluation	Funds Expended (Resources)
Tell them from me survey indicates that after participating in the Feedback Framework, teachers are more confident in helping students set challenging learning goals, providing students with written feedback on their work at least once every week, are confident their students are very clear about what they are expected to learn., and ensure students receive feedback on their work that brings them closer to achieving their goals.	QTSS funding for Instructional Leader and teacher release for team teaching with instructional leader and one to one professional learning with instructional leader.

Progress towards achieving improvement measures

Designing rubrics to support assessment and reporting, setting student success criteria for each lesson and engaging in peer feedback practice has supported teachers and students across Stage 3 in achieving student learning outcomes and individual student learning goals.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$60000.00)

Process 2: High Expectations

Deliver differentiated, quality student-centred and self-directed learning experiences in literacy and numeracy which enable students to achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>The Stage 2 Assistant Principal and team collaboratively developed an explicit series of mathematics lessons. The Stage 2 Assistant Principal and Instructional Leader led a process of developing explicit criteria that was negotiated with the classroom teacher to best suit the needs of the class and individual students needs within the class. Across Stage 2, the explicit lesson content was consistent, however, across the individual classroom expectations and adaptations were made to cater for a diverse range of learning abilities. In 2020 these lesson will be implemented and evaluated throughout the year through peer observational rounds.</p> <p>The student success criteria and rubrics designed to support the mathematics lessons became the focus for the Stage 3 quality teaching and observation rounds. Peer teachers observed the students engaging with the success criteria and rubrics. Peer teachers provided valuable feedback to teachers about their observations of students differentiating the task to suit their individual expectations and ability through using the success criteria and rubric. Student work samples produced from the lesson were further evaluated and assessed by the teacher using the rubric which was then handed back to the student for timely and effective feedback. The students success criteria and rubrics will continue to support learning outcomes in mathematics and future plans for 2020 are to implement these strategies across other key learning areas.</p>	<p>\$33700 in Literacy and Numeracy funding for teacher release, L3 course fees and teaching resources</p> <p>Purchasing of filming and recording equipment for teacher instruction and for recording and assessing student performance.</p> <p>Stage 2 utilised 12 teacher release days for the development of numeracy lessons</p> <p>Stage 3 teachers to use QTSS funding to engage in professional learning opportunities with instructional leader.</p>

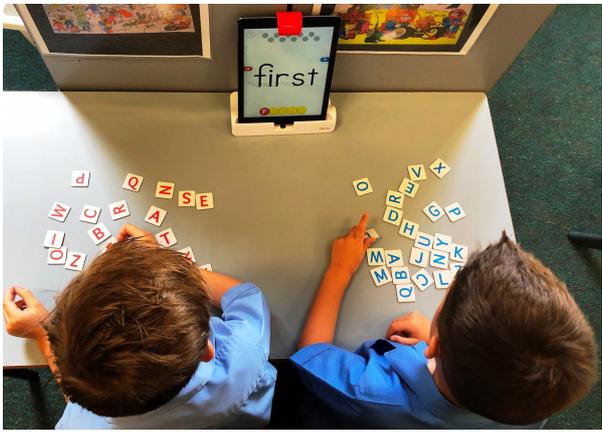
Next Steps

Commitment to ongoing training for any new K–2 teachers and some support teachers in L3 and L31 in 2020 to ensure L3 pedagogy and practice is being implemented throughout all K–2 classrooms.

Instructional Leader to revisit Stage 2 in Term 1 2020 to ensure the Feedback Framework program is fully implemented and there is consistency in classroom teachers implementing peer feedback practice and effective feedback strategies in the classroom, to support student learning and opportunities to participate in feedback.

With design and implementation of student success criteria and rubrics to support student goal setting, setting high expectations and differentiation, the Instructional leader will continue to support Stage 3 teachers in Term 1–2 2020. assisting teachers in designing and implementing student's success criteria and rubrics across other key learning areas; ensuring the consistency of teachers using success criteria and rubrics across all key learning areas to engage students in goal setting and setting high expectations for their own learning.

The school's Year 3 Naplan Numeracy results indicated 42% students placed in the top 2 bands in Numeracy. Year 5 Numeracy results indicated 20.5% students placed in the top 2 bands. This area for improvement will drive the school's future directions for professional learning around numeracy. with a specific focus on additive strategies.



Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

- Increased number of staff given opportunities to become instructional leaders and/or undertake leadership positions
- Increased use of evidence-informed pedagogy and reflective practice by all teachers
- Increased proportion of students in the top two bands in Naplan; in line with the Premier's Priorities

Overall summary of progress

A school-based Instructional Leader was accredited as a Highly Accomplished Teacher in November after working through the Leadership Development Initiative for 30 months. The teacher is the first to be awarded HAT accreditation in the Kogarah Network of schools. The Instructional Leadership model within the school enabled all four stage teams to work on individual stage goals such as:

- Effective Student Feedback Framework & Instructional Rounds (Stage 2 & 3)
- Utilising Google Classroom to manage curriculum delivery in Numeracy and Instructional Rounds (Stage 1)
- Implementing STEAM into the curriculum (Early Stage One)

Utilising the school Instructional Leader, the feedback Framework trialled with Stage 3 in 2018 was extended to Stage 2 and Stage 1 this year. This has resulted in improved reflective practice in teachers and improved feedback practices by teachers and students to improve student outcomes.

All Early Stage One teachers have completed their two-year L3 training. In Stage 1, two teachers have completed their first year of L31 training and all other teachers have completed their second year of training. Both an ES1 and Stage 1 teacher have now achieved full accreditation as an L3 trainer.

In line with the Premier's Priorities, the school a strong focus on literacy and numeracy skills which help to unlock students' academic potential, whilst improving their overall academic outcomes. School targets have been achieved with a 15% improvement in literacy skills and 8% improvement numeracy skills.

Progress towards achieving improvement measures

Process 1: Data & Assessment

Provision of quality professional learning for staff with the emphasis on reflective and collaborative practice.

Evaluation	Funds Expended (Resources)
<p>Survey data collected from Stage 1 teachers who participated in the teacher observation and feedback sessions regarded the professional learning experience and reflective practice as highly valuable and beneficial to improving their teaching practice.</p> <p>The deployment of an Instructional Leader K-6 has increased the opportunities for all staff K-6 to participate in tailored professional learning to support improved teaching practice and student learning.</p> <p>Tell Them from Me data indicates that teachers believe the teacher observation and feedback sessions organised by the Instructional Leader and Assistant Principals have helped:</p> <ul style="list-style-type: none">• to establish challenging and visible learning goals for students.• create new learning opportunities for students	<p>QTSS funding for Instructional Leader and \$12200 in Professional Learning Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60000.00)

Progress towards achieving improvement measures

- provided teachers with useful feedback about their teaching
 - improve the standard of teaching
 - have taken valuable time to observe teachers teaching.
- K–6 staff were introduced to PLAN 2 and a number of teachers trialed recording small groups of student results for Additive Strategies and Crafting Texts.

Process 2: Research-based Pedagogy

Draw on solid research to develop and implement high quality professional learning to support literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>The school's four L3 trainers provided 39 teachers from schools across the L3 network with professional development throughout the year.</p> <p>In line with the new Science and Technology syllabus K–6 teachers have started to develop quality units of work incorporating both design thinking and critical and creative thinking. Teachers are beginning to gain a better understanding of what elements need to be included such as problem statements and driving questions to ensure student engagement and ownership.</p> <p>The Instructional Leader provided professional learning to Stage 2 and 3 teachers on developing activities to increase student participation and engagement in feedback strategies, student success criteria and rubrics for assessment and reporting and setting high expectations. The Instructional Leader designed and developed these activities from research-based pedagogy presented by Hattie and Timperley delivered in the document "What Works Best?" – evidenced based practices to improve NSW student performances – CESE. Teachers now have a better understanding of the importance of engaging students in timely feedback practice and success criteria. Teachers are now more confident in developing rubrics across a variety of activities for the assessment and reporting process.</p>	<p>Stage Meetings, staff development days, teacher release</p>

Next Steps

- The Teacher Observation and Feedback model will be implemented across the school in 2020, providing all teachers with opportunities to engage in evidence-informed pedagogy and reflective practice.
- Joint Assistant Roles for Stage 1 to be funded by the school to build leadership capacity and support effective leadership for the school's largest stage team.
- Continuation of the Instructional Leadership role on a three day per week delivery.
- Future L3 Trainers in 2020 to be identified for 2021.
- In line with Premier's priorities teachers will be working with specific targets K–6 on numeracy practices as well as maintaining steady improvements in literacy. There will be specific focus on additive strategies in numeracy to increase teacher understanding and practices improve student outcomes.



Strategic Direction 3

Positive Community Connections

Purpose

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

Improvement Measures

- Increased proportion of families successfully using school communication systems.
- Increased participation in curriculum-based, wellbeing, parenting support and transition programs by school community members.
- An increase of equitable and accessible learning spaces evident across K-6.

Overall summary of progress

Throughout 2019 the school has strengthened communication channels with the community through a number of planned strategies. The school has for number of years utilised third party provider, Sentral to managed student wellbeing, attendance and reporting to parents. This year the school trialled the Sentral online parent interview platform to organise the Term 1 parent-teacher interview process. This required a high percentage of families subscribing to the Sentral Parent Portal and the school was successful in achieving a subscription rate of 96%. Student reports were also available online as a trial in Semester 1 and a full transition to online was achieved in Semester 2. The staff now also uses the Sentral calendar for all school event planning. The P&C Parent liaison Program continues to thrive with every class having a parent representative to share information throughout the year.

The school reviewed and redeveloped key school documents such as:

- Students Wellbeing Policy
- Anti-Bullying Policy
- Kindergarten Information Book
- School Information Book

These publications were also uploaded onto the school website which is now being managed by a nominated trained staff member.

Community engagement has been a key area of progress in 2019. Preschool transition programs have continued to flourish with the Early Stage One Team holding workshops at local preschools as well as hosting preschool tours of the school. The principal hosted four community tours for families of new kindergarten enrolments in Term 2 and 3. Parent workshops were well attended throughout the year in the following areas:

- Kindergarten Home Reading Workshop (Kindergarten Term 1)
- Parent Information Sessions (All classes –Term 1)
- High School Information Evening (Year 6 – Term 1)
- Bring Your Own Device Parent Information session (Year 4 – Term 4)
- Think You Know – Cyberbullying Workshop (All stages – Term 2)
- Interrelate Stage 2 Parent and Child Information Sessions (Stage 2 and 3 – Term 3)
- Innovation Learning Lounge Area Community Launch (All stages – Term 4)
- Preschool Kindergarten Visits by teaching members of the Kindergarten team.

The school continued to develop and improve quality learning environments in a number of areas, including:

• Relocating the RCD Server and renewing all horizontal cabling in Block A, at a cost of \$55000 and resulting in improved WIFI and internet speed.

• The library computer lab capacity was extended to host 30 PCs enabling a whole class to access the space at one time.

• Kindergarten playground project was completed in Term 1 with the installation of a sand pit, dry creek bed, synthetic turf and a dingy.

• Stage 1, 2 and 3 classrooms were enhanced with flexible furniture improvements such as instructional tables, stand up desks for students and teachers

• The joint school and P&C project refurbishment of the former computer lab into the Innovation Learning Lounge Area (ILLA) has provided K–6 students with access to a range of new technologies within a vibrant and engaging space. The P&C donated \$50 000 towards resourcing this space with contemporary furniture, wall art and custom window blinds, robotics kits and tables to cater for all ages of students, Lego, a green screen with high quality recording equipment, an 85" Clevertouch Panel, 10 high–performance iPads and secure storage for all equipment. The school funded the core refurbishment of the room with new paint, LED lighting, carpet tiles and storage.

- The T4L rollout was dedicated to a new fleet of laptops for the ILLA space
- Two small underused spaces in Block A have been converted into break out support rooms, utilised by support teachers
- Three Clevertouch Panels were installed in the school as part of the long–term plan to supersede interactive whiteboards over the next two years.
- The Multi–Purpose Learning Area (MPLC) in Block A was enhanced with the installation of a 75" Clevertouch Panel and laptop, folding tables, new chairs, secure storage and pin boarding for the walls. This area is used for L3 Training and as a band rehearsal room for students

Progress towards achieving improvement measures

Process 1: Management Practices and Processes

Developing effective, stream–lined systems and processes exist to deliver services and information to support communication, engagement and wellbeing for the whole school community.

Evaluation	Funds Expended (Resources)
<p>ILLA refurbishment is complete, along with technology and design resources to start 2020. A designated teacher has been nominated to 'champion' the space and be responsible for upkeep of resources.</p> <p>Teacher iPad collection system was in place resulting in all iPads being collected ready for reconfiguration over the holidays, with the established Teacher iPad use and protocol sheet included for sign out 2020.</p>	<p>\$49 000 in school funds and \$26 000 out of a pledged \$50 000 from the P&C</p> <p>A diverse range of technology resources including 3D printers, Green screen, Neopost table, Clevertouch screen, Lego and robotic equipment have been purchased.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$12500.00)

Process 2: School Resources

Quality Learning Environment, physical learning spaces, technology and school facilities are used flexibly to meet a broad range of student learning interests and community needs.

Evaluation	Funds Expended (Resources)
<p>All students in both ES1 and S1 developed both unplugged and block coding skills and had the opportunity to use a coding resource such as Cubetto, Bluebots and Spheros. Students are also using apps such as Explain Everything, Osmo, Scratch Junior and Book Creator to support coding and design outcomes.</p> <p>The completion of the Kindergarten playground has had a significant effect on student engagement with the outdoors and a positive playground behaviour.</p>	<p>ES1 and S1 resources included STEAM trolleys and Bluebots, Spheros and Cubettos.</p> <p>\$45 000 of community funds for completion of playground</p>

Next Steps

- Expanding the use of Sentral in 2020 to utilise the attendance Suite in Semester 2 2020

- Full operation of the ILLA in 2020 with access to K–6 students to enhance and support STEAM opportunities
- Engage a corporate sponsor to support STEAM programs across the school
- Once programmed maintenance work such as painting is complete in 2020 the reaming Stage 1, 2 and 3 rooms will have pinboards installed



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Support for beginning teachers</p>	<p>2 extra RFF hours timetabled over the week.</p> <p>Extra release when required to help support assessing and reporting strategies.</p> <p>Mentoring sessions with the Deputy Principal</p> <p>Discussions and observations by both stage supervisor and Deputy Principal</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 629.00) 	<p>Our Targeted graduate Beginning teacher achieved proficiency through the processes, structures and strategies put in place. by her supervisor and school mentor.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 300.00) 	<p>Additional EALD Teacher time was utilised to support new arrival students in class in Term 2 and 3.</p>
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 828.00) 	<p>Staff attending training on inter–generational trauma</p> <p>Staff member seconded to Regional office as Aboriginal Education and Wellbeing Officer</p> <p>Aboriginal and Torres Strait Islander students, parents and three teachers attended Reconciliation Morning Tea</p> <p>Principal and two teachers accompanied Aboriginal and Torres Strait Islander students attended the One Mob Day at Endeavour High School.</p> <p>Miah P was the recipient of a Deadly Kids Award.</p> <p>Student artwork was entered in the Koori Art Expression exhibition.</p> <p>Completion of yarning circle in Kindergarten playground</p>
<p>English language proficiency</p>	<p>2.0 FTE EALD Allocation plus Flexible Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$42 121.00) 	<p>Additional teacher days to focus on supporting Stage 2 classroom teachers</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$59 794.00) 	<p>Additional School Learning Support Officer allocation provided effective classroom and playground support.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$115 467.00) 	<p>Two days funding of full time Instructional Leader</p> <p>Stage planning days to meet targets of strategic directions</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$115 467.00) 	Teacher release for teacher observation and feedback rounds Executive planning days to support strategic direction progress
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$30 798.00) 	Additional teacher time to support Stage 3 students Financial assistance to enable student participation Partial funding for Technology Support Officer one day per week



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	313	314	322	317
Girls	304	317	319	316

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	95.8	93.9	94
1	94.3	94.9	94.2	92.7
2	94.5	95.6	93.8	93.1
3	95.6	93.9	95	93.1
4	95.5	96	91.7	92.8
5	96	95.6	93.9	92.8
6	95.3	94.4	92.5	92.9
All Years	95.3	95.2	93.6	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.06
Other Positions	2.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	491,125
Revenue	6,172,391
Appropriation	5,620,878
Sale of Goods and Services	32,998
Grants and contributions	511,850
Investment income	6,265
Other revenue	400
Expenses	-6,042,710
Employee related	-5,213,994
Operating expenses	-828,716
Surplus / deficit for the year	129,681

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	182,119
Equity Total	450,018
Equity - Aboriginal	7,828
Equity - Socio-economic	30,798
Equity - Language	255,553
Equity - Disability	155,838
Base Total	4,287,904
Base - Per Capita	150,403
Base - Location	0
Base - Other	4,137,501
Other Total	574,900
Grand Total	5,494,940

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In line with the Premier's Priorities the school aims to increase the overall proportion of Year 3 and Year 5 students in the top two bands in Naplan; Staff Development days focused on school based professional learning on rich tasks and explicit feedback to students. Student performance was commendable in both Years 3 & 5.

The school's Year 3 Reading results indicated 54.08% of students were placed in top 2 bands in Reading. Year 5 Reading and results indicated 37.8% of students sitting in top 2 bands in Reading.

Numeracy

The school's Year 3 Numeracy results indicated 42% students were placed in the top 2 bands in Numeracy. Year 5 Numeracy results indicated 20.5% students sitting in the top 2 bands in Numeracy. These results will drive the school's future directions for professional learning around numeracy.



Parent/caregiver, student, teacher satisfaction

Tell Them From Me – 2019 Student Survey Summary

For several years the school has taken part in the NSW Education Department's *Tell Them From Me* student surveys. The survey data collected from our Year 4 and 6 students in late Term 1 and again in late Term 3, will assist staff with school planning and goal setting. This source of data enables staff to evaluate the effectiveness of learning and wellbeing programs. As the *Tell Them From Me* survey is used by many hundreds of schools throughout New South Wales staff are able to compare the averages from our student survey question responses to NSW state average scores. From the majority of survey question responses, our school is perceived to provide an environment where students feel safe and happy and that sustained positive learning outcomes are being achieved.

Strengths from the most recent student TTFM survey showed that compared to the NSW state norm, SSPS students:

- *have a high rate of participation in extracurricular school activities*
- *have friends at school they can trust and who encourage them to make positive choices*
- *believe that schooling is useful in their everyday life and will have a strong bearing on their future*
- *do homework for their classes with a positive attitude and in a timely manner*
- *do not get in trouble at school for disruptive or inappropriate behaviour*
- *feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn*
- *are not subjected to moderate to severe physical, social, or verbal bullying, or bullying over the Internet*
- *have teachers who emphasise academic skills and hold high expectations for them to succeed*

Tell Them From Me – 2019 Parent Survey Summary

For several years our school has taken part in the NSW Education Department's *Tell Them From Me* parent surveys. The survey data collected from parents in November of last year has been shared with the community and will assist staff with school planning and goal setting. This source of data allows our school to evaluate the effectiveness of partnerships with our families; to ensure parents and carers are informed and involved in school decision-making processes that support our learning and wellbeing programs. From the majority of survey question responses, our school is perceived to provide an environment where our parents are engaged participants in school planning. The commitment and dedication of our parents in attending Parents and Citizens meetings, assemblies, parent information sessions, assemblies, parent-teacher interviews, student performances and school events reflects the positive parental feedback in this survey. Strengths from the most recent Parent TTFM survey showed that compared to the NSW state norm, SSPS parents feel that:

- they are **well informed** about school activities
- written information from the school is in **clear, plain language**
- the **school's administrative staff are helpful** when they have a question or problem
- reports on their child's progress are **written in terms they understand**
- if there are concerns with their child's behaviour at school, teachers **inform them immediately**
- the physical environment is **welcoming**
- texts and emails are the **most useful types of communication** for finding out news about the school
- teachers help **students develop positive friendships**
- their **child feels safe** at school

The school is appreciative of families taking the time to engage with the surveys.

Tell Them From Me – 2019 Teacher Survey Summary

The teacher survey collected data across a number of areas with snapshot of results in:

Leadership

I work with school leaders to create a safe and orderly school environment. (8.9)

School leaders have supported me during stressful times. (8.3)

Collaboration

Teachers in our school share their lesson plans and other materials with me. (9.1)

I talk with other teachers about strategies that increase student engagement. (9.1)

Learning Culture

I set high expectations for student learning. (9.2)

I monitor the progress of individual students. (9.1)

Data Informs Practice

I use results from formal assessment tasks to inform my lesson planning. (8.7)

When students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them an opportunity to improve. (8.4)

Teaching Strategies

When I present a new concept, I try to link it to previously mastered skills and knowledge. (9.0)

My students are very clear about what they are expected to learn. (8.8)

Technology

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. (7.4)

I help students to overcome personal barriers to using interactive technology. (7.4)

Inclusive School

I establish clear expectations for classroom behaviour. (9.4)

I strive to understand the learning needs of students with special learning needs. (9.2)

Parent Involvement

I work with parents to help solve problems interfering with their child's progress. (8.4)

I am in regular contact with the parents of students with special learning needs. (8.0)

The school will continue to seek feedback from parents and carers, students and teachers to evaluate progress in a range of areas.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

2019 was a big year for Aboriginal Education at Sans Souci Public School. Mrs Lennon and Mrs Willoughby attended important training that discussed inter-generational trauma and its impact on students in the classroom. In Australia, inter-generational trauma predominantly affects Aboriginal and Torres Strait Islander people their children, grandchildren and future generations. This training has been invaluable as it provided meaningful and sustainable practices that can be implemented across our school in all classrooms for all students.

In term 4 Mrs Willoughby took a secondment to regional office as an Aboriginal Education and Wellbeing Officer. This role allowed Mrs Willoughby to support schools and Aboriginal and Torres Strait students within the Port Jackson area. Mrs Willoughby thoroughly enjoyed this role and gained new skills that she has brought back to Sans Souci Public School. Mrs Willoughby continued to attend Aboriginal Education Consultative Group (AECG) meetings which builds and maintains relationships with local schools and communities.

National Reconciliation Week was held on 27 May – 3 June 2019. The theme was 'Grounded in Truth – Walk Together with Courage'. The theme focused on the importance of acknowledging and truth telling of our past histories and treatment of Aboriginal and Torres Strait Islander people so that together we can heal historical wounds and build positive relationships. Sans Souci Public School supported Reconciliation Week by attending a morning tea held by the Departments Aboriginal Education and Wellbeing Team. In the spirit of the theme and encouragement of togetherness our Aboriginal and Torres Strait Islander students invited a non-Aboriginal student to share the morning tea; 35 students, teachers and parents attended the event. Lessons were also taught across all stages with a focus on Eddie Mabo and the legacy he left in Australia's history.

On 25 September 2019 our Koori Kids along with Mr Jennings, Mrs Willoughby and Miss Lane attended One Mob Day at Endeavour High School. The day was a celebration of Aboriginal and Torres Strait Islander culture with over 300 hundred children from across Sutherland and St George schools in attendance. Students took part in traditional games, ceremony, art making and dance. We shared a beautiful lunch with elders and community members and meet new friends. Thank you to Jeff Hardy and the Clontarf program for putting together such a wonderful display of Aboriginal and Torres Strait Islander people and culture.

Sans Souci Public school has 17 deadly Aboriginal and Torres Strait Islander students. Our students are proud of their culture, are successful in our school community and positively represent our school in all endeavours. To highlight our wonderful students and their achievements, two Aboriginal Student Achievement Awards have been introduced and presented on presentation day. Jarryd R and Miah P where the well-deserved inaugural winners of these awards.

Miah P was also the recipient of a NSW Department of Education Deadly Kids award. Miah received this award as she is a student who is proud of her culture and heritage and is dedicated to all areas of school life including performing acknowledgment to country at all school formal events. She is a hard worker in the classroom and always strives to do her best. We are proud of Miah's achievements and the way she epitomises a Sans Souci Public School student.

In Term 4 our stage 2 and 3 students created beautiful bright handmade birds with Mrs Dylan inspired by Northern Territory top end Aboriginal artists. These pieces were featured as a part of Koori Art Expression and the students and their families celebrated this wonderful achievement at an exhibition open night. The pieces were exhibited at the Australian Maritime Museum for the months of December and January.

One of the Premieres Priorities is to increase the number of Aboriginal young people reaching their learning potential and Sans Souci Public School will continue to achieve this by planning big things for 2020 including:

- Koori Kids by the Bay
- Participate in NSW Public Education activities; Reconciliation week, Deadly awards, and Yarn Up.
- Film by the Sea

- Cross–Cultural competency training for all staff at Sans Souci Public School
- SSPS Aboriginal Education Committee
- Working with schools in the St George area to develop a community partnership for Aboriginal Education.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Two staff members are currently trained as Anti–Racism Contact Officers (ARCO). Their role is to deal with any racism issues which arise in the school involving students, teachers and members of the school community. The ARCOs are able to advise those involved of their rights and the procedures involved to resolve a complaint. They may also inform staff of any pertinent issues and make suggestions about relevant learning experiences in the classroom with a view to awareness–raising and enhancing student knowledge.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Sans Souci Public school has approximately 71% of students from a language background other than English (LBOTE) with 32% of students coming from a Greek language background. Close to 40 additional languages make up a diverse student population. English as an additional Language/Dialect (EaL/D) teachers program using the English as a second language (ESL) scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs by team–teaching or withdrawing students with additional needs.

The school recognises the importance of participation in events that promote and foster harmony amongst students and community members and encourages positive relationships in the classroom, playground and broader community. The Community Languages other than English (CLOTE) program continues to flourish at Sans Souci Public School. An increase of two teaching days per week for the Greek language program in 2018 enabled CLOTE Greek teachers to reduce class sizes through the introduction of an additional two–day teaching position.

This year two students were acknowledged for their excellence in the study of Modern Greek. Two students received the Greek Educators Association Award for Excellence in Modern Greek. In addition, two other students were awarded A2 level with Distinction in the Greek Proficiency Awards.

