

Sutherland North Public School

2019 Annual Report



3822

Introduction

The Annual Report for 2019 is provided to the community of Sutherland North 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.

School contact details

Sutherland North Public School

Auburn St

Sutherland, 2232

www.sutherlann-p.schools.nsw.edu.au

sutherlann-p.school@det.nsw.edu.au

9521 2226

Message from the principal

I am the very proud Principal to once again lead such a strong and vibrant school community. School achievements this year continue to be many and varied across academic, sporting and cultural fields, reflecting our commitment to fostering the development of the whole child. The staff as a whole, are driven by the pursuit of excellence within themselves and for the students. They are deeply invested in nurturing and supporting the students ensuring they have multiple opportunities and a rich learning environment to support their learning and wellbeing.

I thank all of our Administration, Support and Teaching staff who have invested so much of themselves and their expertise in the pursuit of this vision for the benefit of our students and school community. Of course this has only been possible due to the dedicated, enthusiastic and ongoing support we receive from our P&C, parent and community volunteers and the wide variety of professional services who support our school.

Warmest Regards,

Mrs Fiona Young

Principal



School background

School vision statement

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

School context

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

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

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



Self-assessment and school achievement

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

Students are Successful, Competent and Focused Learners

Purpose

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

Improvement Measures

Evidence that the teaching and assessment of general capabilities is incorporated across all learning areas.

All students apply appropriate strategies to regulate their social and emotional wellbeing needs.

Overall summary of progress

From analysing evidence, it is clear that all classes are integrating technology and STEM equipment across K–6. Teacher feedback indicates they feel more confident and have improved their pedagogy in the delivery of Critical and Creative Thinking lessons .

Integrating literacy skills in Mathematics lessons has been established with the Mathematics Picture Books.

Overall, Office 365 is being used by staff, but some documents and files are difficult to locate due to varying places where staff save their work.

The student award system was refined, moving away from an annual system to one that rolls over from year to year to promote whole school achievement and consistency over the years. Another level of achievement, a Principal Badge was added to the tiered system and is highly regarded by the students. Within the new system all students have a greater opportunity to attain the prestigious Bronze, Silver and Gold awards without being restricted by a time frame. The amount of rockets was increased and supported the new award system streamlining which involved the rolling over of awards.

A Bush Tucker grant received in 2019 has been the catalyst to extend the outdoor seating area into a creative play space. The creative play space will be used by students K–6. This space will encourage critical and creative thinking skills, collaboration, sharing, turn taking and quality engagement amongst the students and their peers. This will be installed in 2020.

The introduction of Mindful Mondays for students who identify as needing a little support or time out to regulate has been run in the Library towards the end of lunch. 3–6 students have the opportunity to attend. On average 20 students per week use this opportunity.

School leaders and staff developed a Student Leadership handbook with guidelines to promote a positive and successful hand over of responsibilities and expectations. It entails the roles of students as captains and prefects and eligibility processes for fairness and equality.

Progress towards achieving improvement measures

Process 1: Future Focused Learning and Teaching

Students are provided with opportunities in all learning areas to develop and demonstrate literacy, numeracy, ICT, critical and creative thinking skills and responsible use of digital technology.

Evaluation	Funds Expended (Resources)
Developing ways to assess students' development of Critical and Creative skills will be encouraged through teacher sharing of lessons and assessment. Tracking teacher use and teacher feedback to improve the Mathematics Picture Books resource will continue to be a focus for professional learning in	BeeBots \$2000 Technology infrastructure improvements \$10,500

Progress towards achieving improvement measures

2020.

Office 365 has some challenges due to the varying staff confidence and limitations with the ease of saving documents. Further discussion with the Future Focus Learning team to plan systems with the use of Office 365 needs to be a goal.

Professional Learning \$5,000

Beginning Teacher \$5,000

Process 2: Student Wellbeing

Implement quality school wide systems to support the social and emotional needs of all students which enables them to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
School PBL signage had already been installed across the school. However the current system for collecting student rockets is not very visible or engaging. A new system has been designed is in the construction phase that is visually appealing and interactive. Students will receive immediate visual feedback, the rocket system will have a higher profile encouraging students to take more ownership of their own choices and behaviours. The PBL wall will include clear boxes so students can monitor their progress. The site has been chosen with installation going ahead in 2020.	<p>Bush Tucker grant \$1000</p> <p>Teacher Release \$1500</p> <p>PBL Wall \$2500</p>

Next Steps

1. Present Student Leadership Policy to the school community 2020.
2. Complete creative play space.
3. Install PBL Wall.
4. Return to the systematic approach across the school where lessons in Anti-Bullying and Powerful Conversations are scheduled into classroom timetables. due to a decline in student survey data around bullying.



Strategic Direction 2

Promoting Collective Teacher Learning

Purpose

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

Improvement Measures

Teachers increasingly use a variety of evidence of learning, including a range of formative and summative assessment data to inform their teaching and adapt practices to meet learning needs of students.

Whole School Scope and Sequences across all learning areas and an increase in collaborative planning amongst staff.

Overall summary of progress

Best Start data was entered over the first three days of school entry. Testing was more efficient and data was not double handled as it was entered straight into the new system giving additional time to streamline groups and form cohorts of students ability based. 80% of students experienced the online system rather than paper due to small glitches in internet and software. Parents were provided with prompt feedback on Term 1 abilities and ideas for further development.

Throughout the year during assessment periods students (K–1) have begun to be tracked through ALAN and data updated. 30% of staff are using ALAN consistently and effectively.

School wide bench marking data in reading levels and comprehension was collected under LaST. Assessment of data identified student needs and areas for development. Students were then identified and placed into individual programs.

An increased focus was placed on stages moderating and obtaining consistent teacher judgement through the sharing and analysing of work samples and anecdotal records.

Under QTSS funding, class teaching and demonstration lessons have been incorporated for beginning teachers to support their accreditation, sequences of lessons and refine their programming and tracking / monitoring of student achievements. Collaborative teaching has enabled staff to strengthen their ability and adopt best practice.

Progress towards achieving improvement measures

Process 1: Formative Assessment and Data Project

Teachers actively evaluate, share and discuss learning from professional development sessions that target formative assessment and effective use of data to improve whole school practice.

Evaluation	Funds Expended (Resources)
Additional staff training is required in 2020 and beyond to ensure all teachers are using ALAN competently.	LaST \$61,252
Teachers entered some reporting data mid year into progressions on specific Learning Areas only. (Writing) Maths progressions training in Term 3 & 4 should help more in 2020 entries.	Socio– economic Background \$13,935
Benchmarking records were passed onto new teachers for 2020.	School Learning Support Officer
Lesson observations and feedback commenced in Semester 2 and will need to continue in 2020.	

Process 2: Collaboration

Progress towards achieving improvement measures

Process 2:

Collaborative planning to provide challenging, differentiated learning opportunities to increase student engagement.

Evaluation	Funds Expended (Resources)
Stage meetings have now been scheduled into whole school TPL and admin allowing for grades to collaboratively plan for assessments during reporting time and develop programs to ensure quality differentiated lessons. External training was brought back to the whole staff to help develop and refine a whole school scope and sequence in PDHPE. Staff broadened their knowledge of the new syllabus and have created stage teaching and learning sequences. Review of Spelling scope and sequence in 2020 still needs to be completed to help refine process of skills taking on recent research in the teaching of phonics.	External professional learning for two teachers and casuals. \$1600 Teacher Release for training and lesson observations. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Next Steps

Further training will be required for a spelling scope and sequence and work will still be required to refine the PDHPE scope and sequence during the reporting period 2020 to ensure all the content is covered and achievable.

Improving the quality and effectiveness of teacher feedback through professional learning will continue.

Strategic Direction 3

Connected Communities that are Inclusive, Informed and Engaged

Purpose

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

Improvement Measures

Increased parental understanding of and involvement in school practices, programs and initiatives.

Overall summary of progress

In response to parent feedback the School stream app was introduced and monitored throughout 2019. Data from TTFM parent survey showed an increase in parents feeling informed about school information. In 2018 57.5% felt they were well-informed. In 2019 this increased to 67.5%. By the end of 2019 87% of the school community were using the school stream app as the preferred method of communication between home and school.

Regular updates of the school website has been another focus during 2019 and teachers are sharing files for uploading to keep information current and relevant.

Parents were invited to attend a presentation by James Phelps, on Critical and Creative Thinking Skills (CCT) and the Seven Dispositions of Learning. A morning and afternoon session was offered to the school community to facilitate a flexible time frame for parents wanting to attend. Both sessions had a pleasing number of parents and carers in attendance. Feedback from the community was very positive. Teachers feedback suggests the professional learning sessions with James Phelps has helped them develop a deeper level of understanding and renewed confidence in teaching Critical and Creative Thinking Skills in the classroom. There is evidence of CCT learning across the school.

Visitor attendance at school events has continued to increase throughout 2019. Additional banks of seating were purchased to cater for our school community.

The P&C have continued to support the school with sport uniforms, Interactive Whiteboards and new projectors in classrooms and new home readers for years 3–6. Committee members coordinated mother's day and fathers day stalls, sushi days and other fundraising events; Bunnings BBQ, Easter and Christmas raffles.

Progress towards achieving improvement measures

Process 1: Community Engagement

Reflect upon practices and whole school planning to create effective partnerships which help build the school as a cohesive educational community.

Evaluation	Funds Expended (Resources)
Frequent review of data on school stream indicates parents and teachers are successfully using the app. User numbers are increasing regularly. The app data also provides information about positive cost savings to administration.	School stream app \$12,000 Chairs \$4,3500
Website data indicates an increase in users.	Funding Sources: • (\$0.00)

Next Steps

Add interactive notes to school stream for ease of use.

The Seven Dispositions of Learning will be introduced in the classroom, aligned to student awards and included in school newsletter.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 825.00) 	<p>Individual students were supported in their learning through Personalised Learning Plans. These were developed in collaboration with parents and staff.</p> <p>Additional School Learning Support Officer time was allocated to support selected students to address learning support needs.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$44 944.00) 	<p>The English as an Additional Language or Dialect (EALD) allocation included one day teacher time per week. Students identified through enrolment are supported in the classrooms and through small withdrawal groups to help their use and understanding of English and vocabulary development.</p> <p>Intensive work with peers in Early Stage 1 was carried out with some students entering school with minimal language. Teachers worked on individual programs and participated in whole class hands on demonstrations. Reading and writing programs were highlighted. Resources were borrowed from external providers to help facilitate learning. The additional support provided to these students increased opportunities for students to participate in school programs.</p>
Low level adjustment for disability	<p>FTE 0.6</p> <p>Flexible Funding \$64,030</p> <p>Learning & Support</p> <p>Flexible Funding \$24,904</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$88 934.00) 	<p>The Learning and support Team consists of a 3 day a week teacher, LaST Coordinator, Principal and school counsellor.</p> <p>The Learning Support Team is an integral component of the school. The Team meets weekly to monitor targeted students, meet with parents, carers and other professional providers to support the holistic educational needs of the student. The L&ST analysed data from NAPLAN, PLAN and grade assessments to prioritise student support.</p> <p>Throughout 2019 the School Learning Support Officer was employed five days a week to support children in the classroom and on the playground to support the inclusion of students with specific needs to increase their success in the school environment.</p> <p>In Semester 1 individual students were targeted as well as Years 3 and 5 for support of NAPLAN. In Term 3, Literacy programs targeted Early Stage 1 students. In Semester 2 Kinder transition programs ran and in Years 2, 4 and 6 the areas of focus were Literacy and Numeracy.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$46 635.00) 	<p>In 2019, the QTSS funds enabled an executive leader to run The Seven Steps in Writing across Years 3 to 6. The lessons were also delivered alongside the class teacher allowing coaching and individual support to teachers to develop their practice and deliver improved student results.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$13 935.00) 	School Learning Support Officers were employed to run Literacy and Numeracy support programs. PLAN Data was used to target students requiring additional support. In Term 2, Numeracy programs targeted Year 2 students. In Term 3, Literacy programs targeted Early Stage 1 students. The final entry of PLAN data in Term 4 showed growth for all students in their focused areas of support.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 101.00) 	Two beginning teachers were supported and received two hours per week of release from face to face teaching and one hour of this with a mentor. Teachers worked through curriculum and its delivery along with student assessments, and student report writing while developing and meeting targets set in their Personal Development Plans.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	134	144	134	128
Girls	120	121	124	124

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	96.8	97	94.8
1	96.1	96.5	95.1	96.9
2	96.3	95.4	96.6	95.6
3	97.1	96.2	96.4	95.9
4	95.9	96.6	94.5	93.4
5	95.2	97.4	95.6	94
6	95.6	97.3	96.1	95.1
All Years	96.2	96.6	95.9	95.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	8.26
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	339,281
Revenue	2,443,612
Appropriation	2,277,010
Sale of Goods and Services	429
Grants and contributions	162,298
Investment income	3,775
Other revenue	100
Expenses	-2,275,150
Employee related	-2,033,899
Operating expenses	-241,251
Surplus / deficit for the year	168,461

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	87,112
Equity Total	150,638
Equity - Aboriginal	2,825
Equity - Socio-economic	13,935
Equity - Language	44,944
Equity - Disability	88,934
Base Total	1,878,144
Base - Per Capita	60,537
Base - Location	0
Base - Other	1,817,608
Other Total	105,951
Grand Total	2,221,846

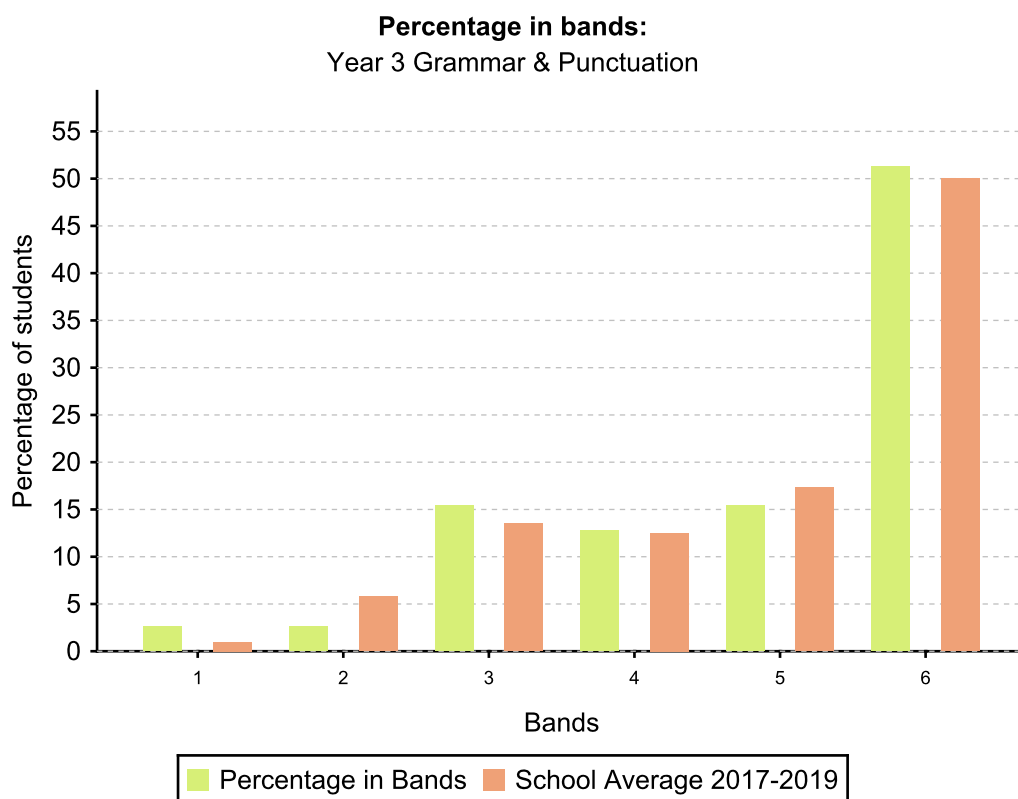
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

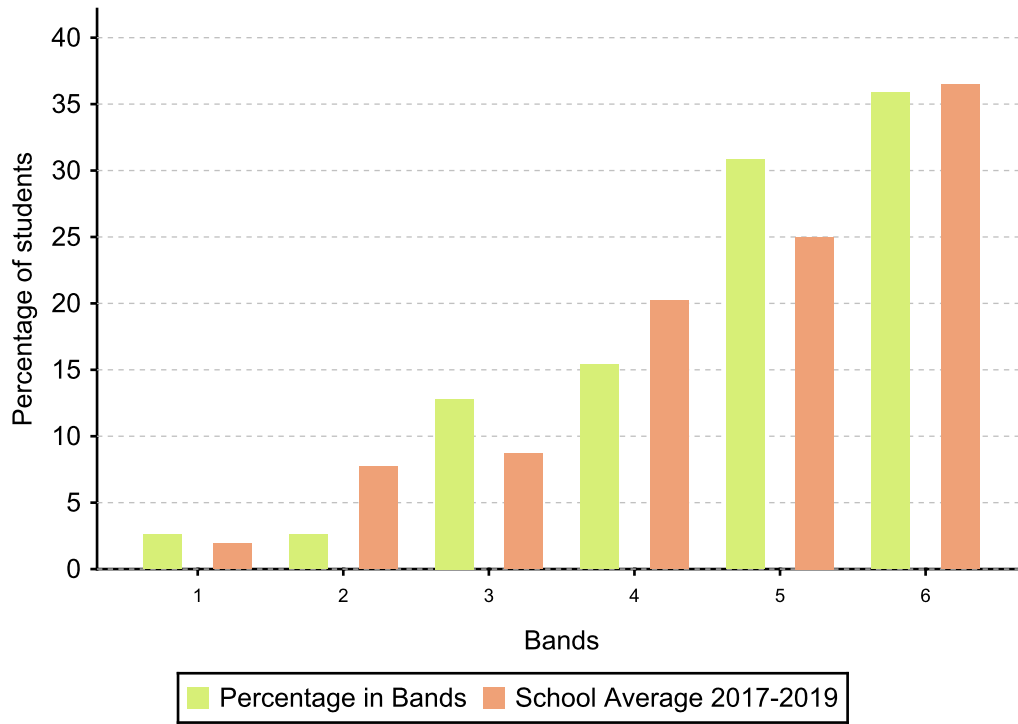
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



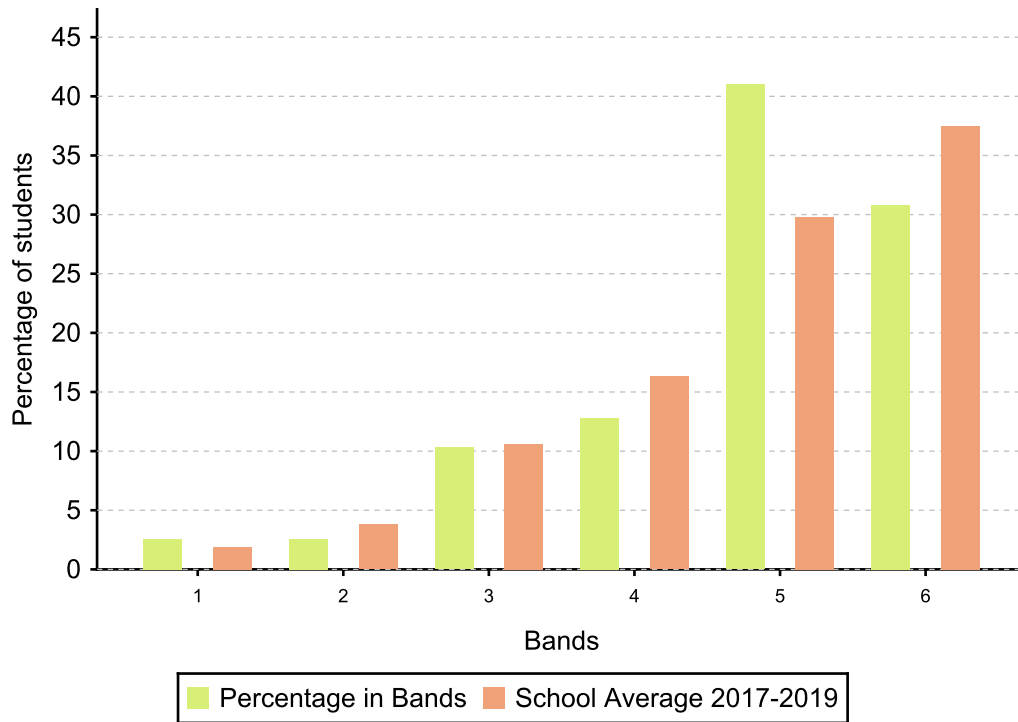
Band	1	2	3	4	5	6
Percentage of students	2.6	2.6	15.4	12.8	15.4	51.3
School avg 2017-2019	1	5.8	13.5	12.5	17.3	50

Percentage in bands:
Year 3 Reading



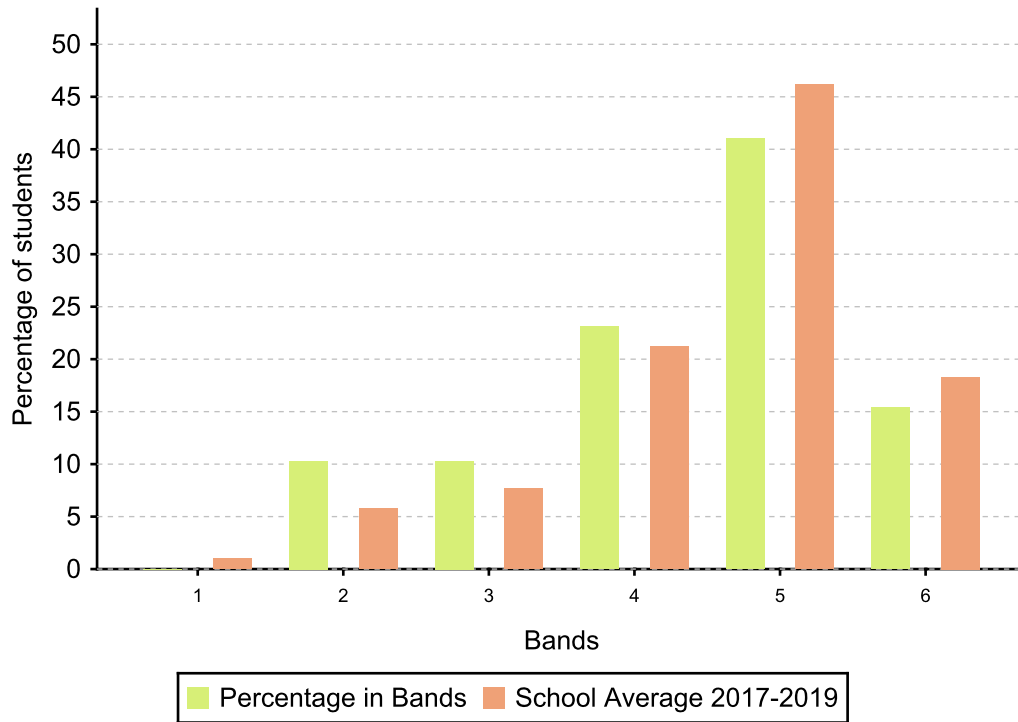
Band	1	2	3	4	5	6
Percentage of students	2.6	2.6	12.8	15.4	30.8	35.9
School avg 2017-2019	1.9	7.7	8.7	20.2	25	36.5

Percentage in bands:
Year 3 Spelling



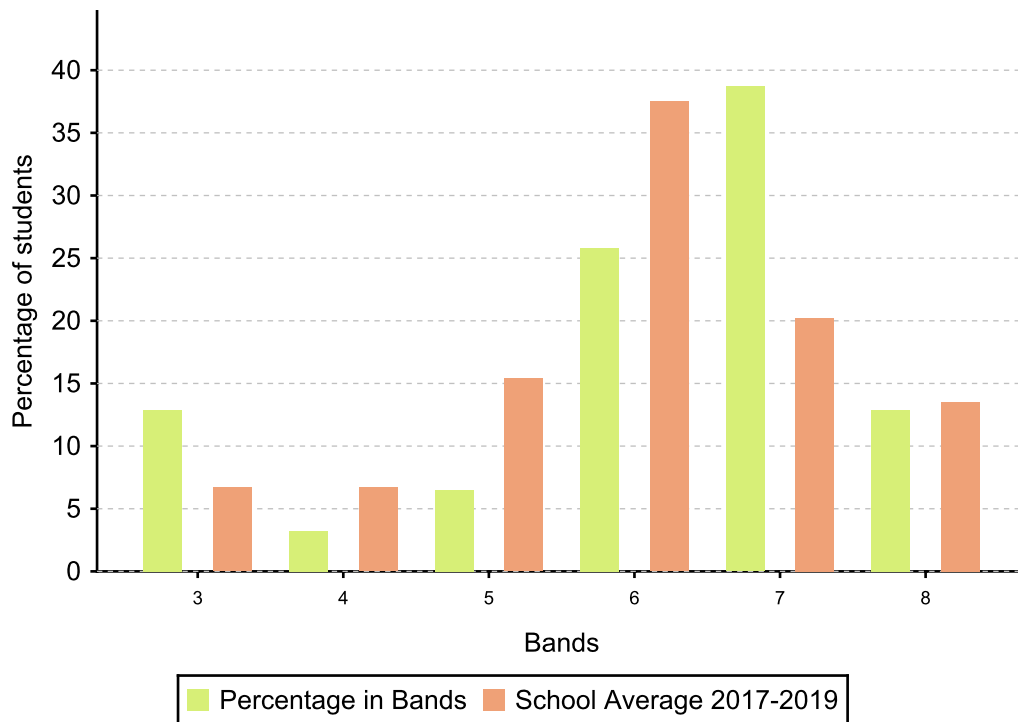
Band	1	2	3	4	5	6
Percentage of students	2.6	2.6	10.3	12.8	41.0	30.8
School avg 2017-2019	1.9	3.8	10.6	16.3	29.8	37.5

Percentage in bands:
Year 3 Writing



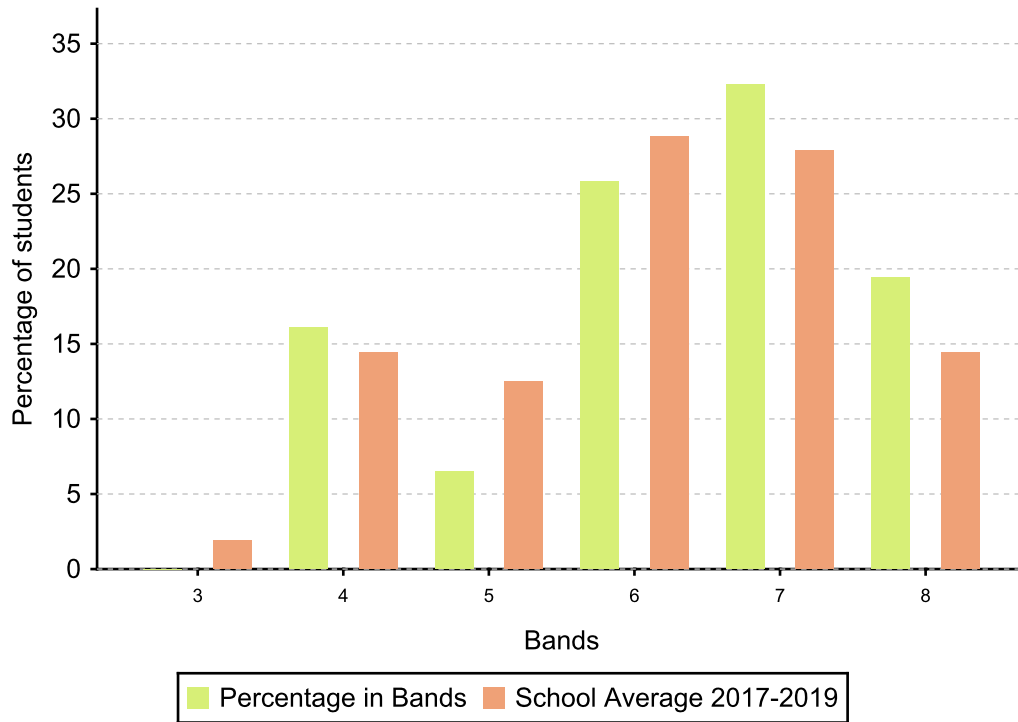
Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	10.3	23.1	41.0	15.4
School avg 2017-2019	1	5.8	7.7	21.2	46.2	18.3

Percentage in bands:
Year 5 Grammar & Punctuation



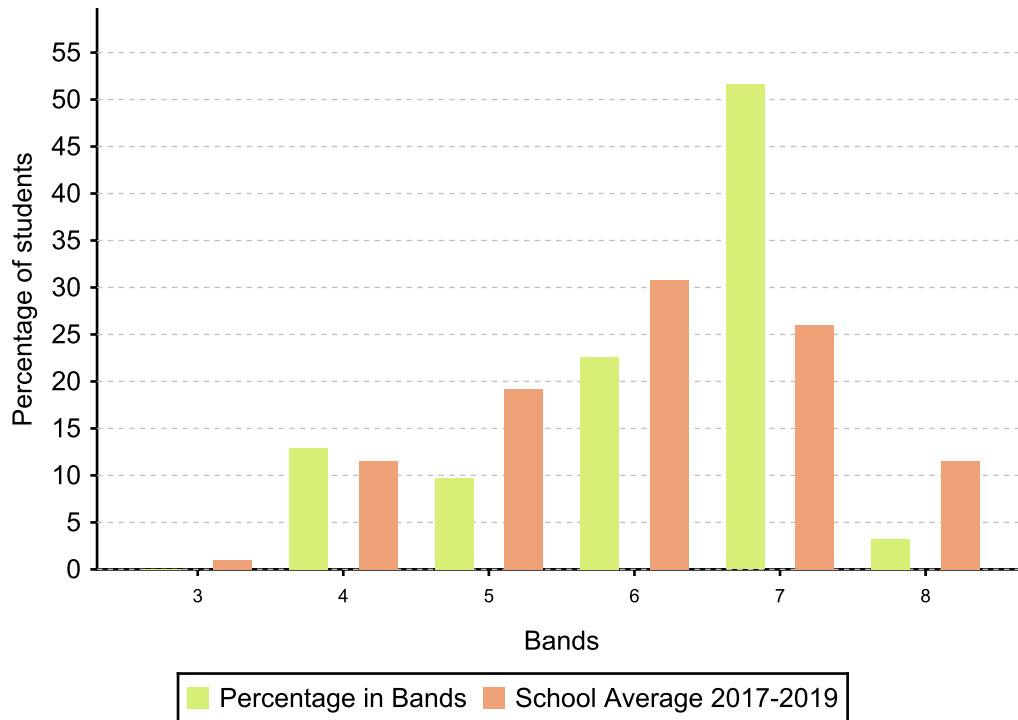
Band	3	4	5	6	7	8
Percentage of students	12.9	3.2	6.5	25.8	38.7	12.9
School avg 2017-2019	6.7	6.7	15.4	37.5	20.2	13.5

Percentage in bands:
Year 5 Reading



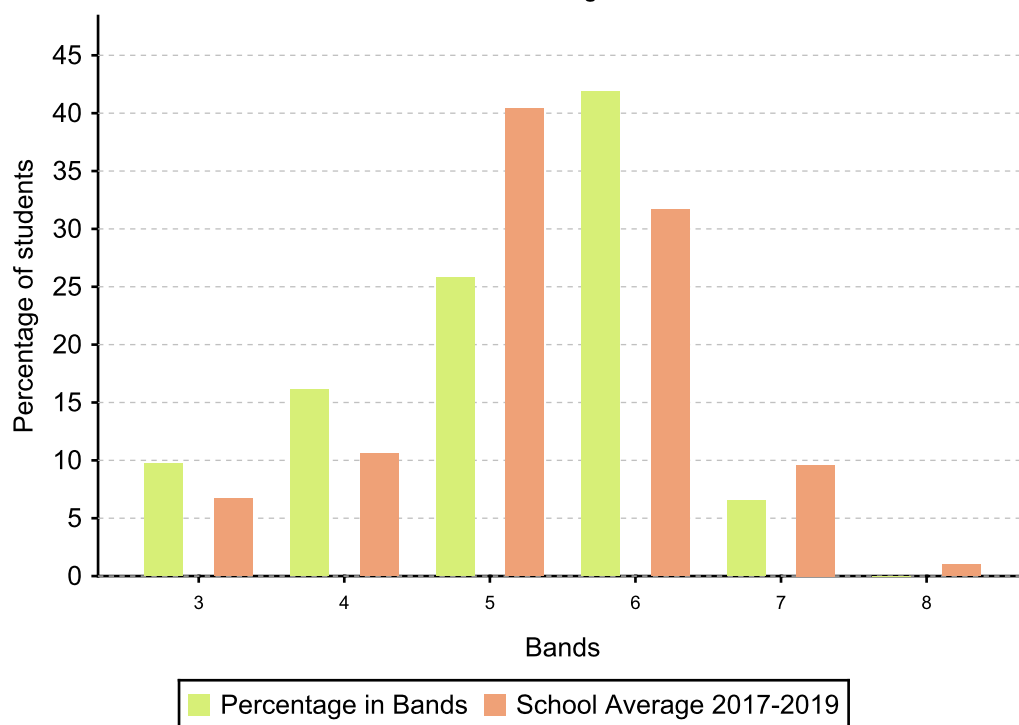
Band	3	4	5	6	7	8
Percentage of students	0.0	16.1	6.5	25.8	32.3	19.4
School avg 2017-2019	1.9	14.4	12.5	28.8	27.9	14.4

Percentage in bands:
Year 5 Spelling



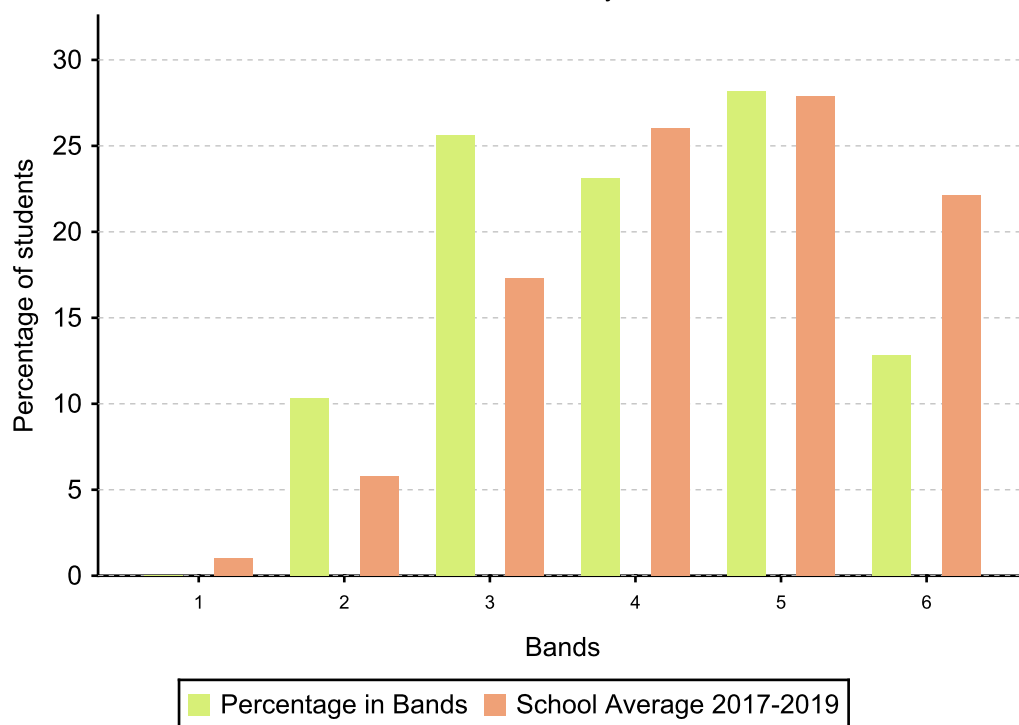
Band	3	4	5	6	7	8
Percentage of students	0.0	12.9	9.7	22.6	51.6	3.2
School avg 2017-2019	1	11.5	19.2	30.8	26	11.5

Percentage in bands:
Year 5 Writing



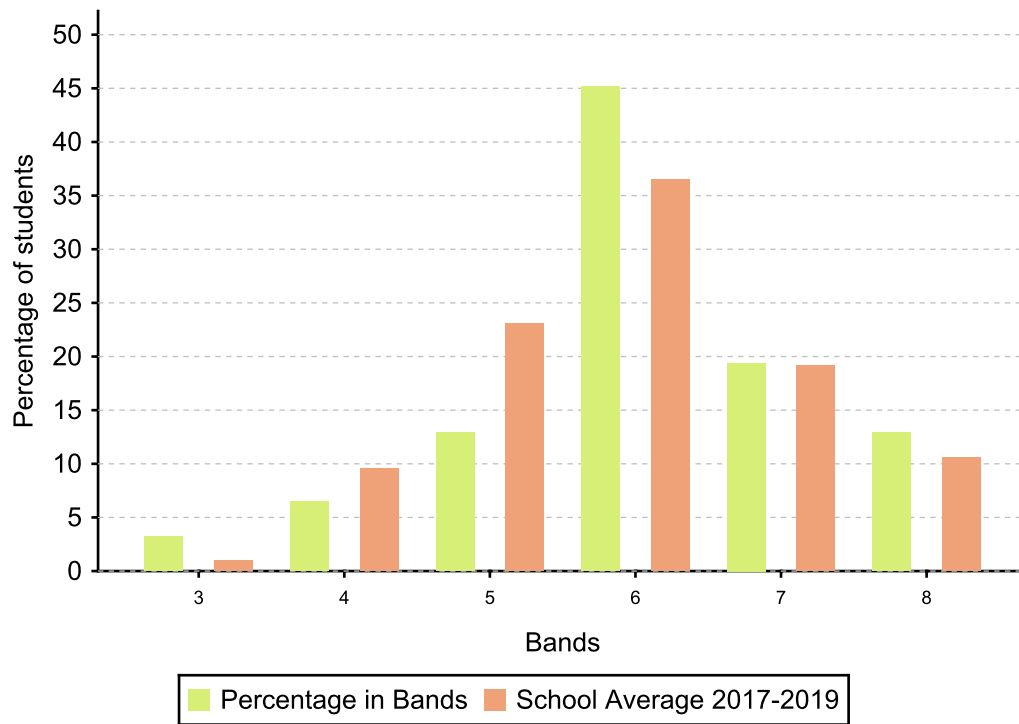
Band	3	4	5	6	7	8
Percentage of students	9.7	16.1	25.8	41.9	6.5	0.0
School avg 2017-2019	6.7	10.6	40.4	31.7	9.6	1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	25.6	23.1	28.2	12.8
School avg 2017-2019	1	5.8	17.3	26	27.9	22.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.2	6.5	12.9	45.2	19.4	12.9
School avg 2017-2019	1	9.6	23.1	36.5	19.2	10.6

Parent/caregiver, student, teacher satisfaction

Sutherland North Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has practices and processes in place to inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C, parents, carers and teachers.

Our school has participated in the Tell Them from Me (TTFM) surveys over the past six years and data during this time frame indicates pleasing growth in satisfaction from all stakeholders across all aspects of the school's operation. The Tell Them from Me Parent Survey (TTFM) was very positive. Parent results indicated a steady increase in the following areas; parents feel welcome, parents are informed, school supports learning, school supports positive behaviour, school is a safe place and is an inclusive school. Parent's support of learning at home is equal to the State Average.

Parent feedback was very positive about the introduction of the school stream app. Parents believed the quality of communication between home and school had improved significantly. Parent feedback indicated they felt the current student report format was not very informative. Student reports is an area of focus in 2020. A report committee will be established and include parent representatives in the review process.

The staff TTFM results indicated 47% agree and 57% strongly agree the strategic vision for the school is clearly communicated. 57% agree and 43% of staff strongly agree school leaders are successfully leading improvement and change throughout the school. In the classroom context there was steady growth from 2018 in the following areas; SNPS is inclusive, leadership is positive and consistent, teachers felt they are providing challenging and visible goals for their students, quality feedback has improved due to a focus on teacher observations and feedback, coaching and mentoring in line with staff Personal Development Plans and personal learning goals. A significant improvement in the area of technology has shown pleasing growth. This can be attributed to Teacher Professional Learning in STEM and other platforms and ongoing upgrades across the school to networking capabilities.

The Student Tell Them from Me survey was implemented twice in 2019. Once at the beginning and then once in December. The survey used indicators based on Social and emotional outcomes, skills challenge and Drivers of Student Outcomes. 87% of students indicated that they participate in a wide range of sports at school. This was above the State Average of 83%. 62% of students indicated that they participate in a wide range of extracurricular activities at school. This is above the State Average of 55%. 71% of students indicated they feel a sense of belonging which is below the State Average of 81%. 85% of students indicated they felt valued and had friends they could trust which is equal to the State Average. 91% of students indicated that they believe school is important and will impact on their future. This is below the State Average of 96%. 91% of students indicated they do not get into trouble at school for disruptive or inappropriate behaviour. This well above the State Average of 83%. 86% of students indicated they were interested and motivated to learn by their teachers. This was well above the State Average of 78%. 91% of students indicated they tried hard to do their best. This was above the State Average of 88%.

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.

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.

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.