

Sackville Street Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Sackville Street 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

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School background

School vision statement

We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence.

We provide innovative learning spaces, which are caring, safe and reflective of Modern Learning pedagogy.

We commit to developing positive, respectful and collaborative approaches to learning.

We guide students to become informed, resilient and adaptable contributors to society.

We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship.

School context

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent–volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street Public School, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early–career and temporary teachers who have displayed sound curriculum knowledge and effective student management strategies.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

Invested, reflective and life-long learners.

To empower students to establish where they are with their learning and next practice.

To demonstrate aspirational expectations of learning for all and a commitment to pursuing excellence.

Improvement Measures

An increase in the number of students in the top two bands in NAPLAN for Literacy.

An increase in staff co-designing quality learning experiences through the Instructional Coaching Model.

Increased proportion of student attendance.

An increase in the number of students in the top two bands in NAPLAN for Numeracy.

Progress towards achieving improvement measures

Process 1: High quality teaching and learning programs are student-centred and allow for collaboration as well as addressing the needs of individuals. The 7 Principles of Learning are embedded in teaching and learning programs.

Evaluation	Funds Expended (Resources)
All school programs are designed towards achieving these goals for our students. Sackville Street Public School has processes in place to regularly evaluate and review our strategic directions.	

Process 2: All students monitor their own progress using tools such as the Literacy and Numeracy Progressions and contribute to the development of learning goals (may be reported on PLaSP for ATSI students, EALD students and students with specific learning needs).

Evaluation	Funds Expended (Resources)
School teams regularly meet to discuss progress towards these targets. Adjustments are made as needed and goals are adjusted accordingly.	

Strategic Direction 2

LEADING

Purpose

Collaborative, innovative, analytical leaders.

To ensure the school's vision and priorities remain at the core of decision-making and continuous school improvement.

To focus on distributed instructional leadership to sustain a culture of adaptive teaching practices focused on student improvement.

To value and build stakeholders as leaders of self-regulated learning.

Improvement Measures

An increase in distributed leadership capabilities resulting in sustained and measurable whole school improvement. (Excelling criteria Educational Leadership School Excellence Framework)

Increased proportion of students able to clearly articulate the 4 key questions of self-regulated learning from the Spirals of Inquiry process.

Progress towards achieving improvement measures

Process 1: Staff participate in high quality differentiated Professional Learning groups focussed on their needs identified in their Professional Development Plan. Staff expertise in professional learning areas is recognised, valued and supported with leadership opportunities.

Evaluation	Funds Expended (Resources)
Increased proportion of students are able to clearly articulate the 4 key questions of self-regulated learning from the Spirals of Inquiry process. This process will be further refined in 2020 by extending the feedback mechanisms to students asking the key questions. It gives us a fair understanding of student satisfaction and knowing that students have adults who believe in them and can support their wellbeing.	

Process 2: Increase teacher and leader expertise through Spirals of Inquiry, co-teaching, coaching and collaborative practices.

Evaluation	Funds Expended (Resources)
All 4 instructional coaches are highly proficient in delivering and facilitating Spirals of Inquiry Processes. This was achieved by ongoing professional learning and the support provided by the existing Instructional Coaches.	Sports in Schools investment allows for our teams to collaborate together every fortnight. These teachers are qualified PDHPE teachers and offer programs we do not have the resources to support at school.

Strategic Direction 3

LINKING

Purpose

Informed, prosperous and united partnerships.

To build strong, positive community relationships by leading and inspiring a culture of collaboration, well-being and engagement.

To continue our strong systems leadership with educators to challenge and enhance our beliefs and practices.

Improvement Measures

Increased proportion of partnerships that link a culture of learning, collaboration and well-being.

Increased number of self-regulated learners, applying strategies to effectively set and manage learning goals and personal well being.

Progress towards achieving improvement measures

Process 1: Whole school integrated approach to building positive partnerships through parent forums, learning master classes and student voice.

Evaluation	Funds Expended (Resources)
Our initiatives have seen a marked increase of parental involvement. Both through digital methods and in person.	

Process 2: Teachers benefit from professional learning opportunities provided through academic mentors, critical friends and systems leadership processes.

Evaluation	Funds Expended (Resources)
All staff report that 2019 was a year of rich, steep professional learning. Our curriculum design document has streamlined the way the curriculum was delivered and this was showcased at a network of school professional learning day. Staff are engaged in daily inquiry and innovation processes.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Instructional Coach Support</p> <p>Additional School Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$84 300.00) 	<p>Our learning and support team continue targeted support for students with diagnosed needs and/or assessment data. All students who require adjustments received targeted support and funding. All students' were catered for and we continue to reflect on our remarkable increase in engagement through evidence in data and results across key strategic areas. Learning and Support meetings are held weekly and support for students is allocated based on diagnosed disabilities, teacher referrals and specific funding. Support is always done in a proactive manner and is timely.</p>
Quality Teaching, Successful Students (QTSS)	<p>Instructional coaches for all stages. Collaborative planning sessions fortnightly.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$75 000.00) 	<p>Every teacher reported that they have implemented the professional learning in their classrooms, having immediate impact on student learning outcomes.</p>
Socio-economic background	<p>Additional classroom resources provided for every class, office and workspace to ensure a supportive learning environment.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$92 300.00) 	<p>Significant progress has been achieved across all Key Learning Areas for our low SES students. Student wellbeing is a priority and our students can all identify adults in the school who support their learning. Community partnerships were further developed and parents report feeling that they are a significant part of their child's learning.</p>
Support for beginning teachers	<p>Mentor Support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$23 000.00) 	<p>Our beginning teachers continue to work shoulder to shoulder with mentors. They report a high level of job satisfaction and regularly share their successes with supervisors. The level of support provided for beginning teachers is recognised within our community of schools and by our school community.</p>
Aboriginal background loading	<p>Junior AECG</p> <p>COS NAIDOC</p> <p>Fields Zone AECG</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$37 000.00) 	<p>Several members of our staff are active members of The Fields AECG. We have many Aboriginal members of staff who are dedicated to our Aboriginal students development of culture and connection. Our school actively participated in the NAIDOC Community of Schools events. We were excited to develop our own Junior AECG (Aboriginal Education Consultative Group) in 2019 and to see this initiative continue through to 2020 and beyond.</p>
English language proficiency	<p>Instructional Coaching support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$25 950.00) 	<p>The EAL/D program in 2019 saw an increase of in class support. The EAL/D teachers worked shoulder to shoulder with class teachers on achieving specific learning goals for all students across the EAL/D community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	258	272	258	260
Girls	264	270	274	267

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	93	91	92
1	92.3	93.1	92.6	89
2	94.1	91.9	93	90.6
3	90.9	92.9	90.3	90.7
4	92.9	93.1	91.6	90.9
5	91.9	92.6	91.5	90.7
6	93.2	91.1	93	91.7
All Years	92.8	92.6	91.9	90.9
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)	20.78
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	2

*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	885,833
Revenue	5,446,575
Appropriation	5,246,195
Sale of Goods and Services	38,401
Grants and contributions	155,277
Investment income	6,402
Other revenue	300
Expenses	-5,504,072
Employee related	-4,740,252
Operating expenses	-763,820
Surplus / deficit for the year	-57,498

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	19,154
Equity Total	606,444
Equity - Aboriginal	37,225
Equity - Socio-economic	184,794
Equity - Language	125,853
Equity - Disability	258,572
Base Total	3,828,193
Base - Per Capita	124,828
Base - Location	0
Base - Other	3,703,365
Other Total	628,612
Grand Total	5,082,402

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. We provide feedback and communication to parents through newsletters, Facebook, Skoolbag and Seesaw. Parents reported positively towards the use of the platforms to engage with the school. Teachers felt positive that collaboration time has been set aside for them to work shoulder to shoulder with their colleagues to develop their own learning and to focus on student improvement. Students engagement in lessons and their achievement of learning goals due to students with developing individual learning goals, formative assessment and our focus on growth mindset and our strong connection to PBIS values.

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.