

2020 Annual Report

Sutherland North Public School



3822

Introduction

The Annual Report for 2020 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

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Message from the principal

2020 has certainly been a year like no other that had consequences we could never have imagined. I am very thankful, proud and humbled by the magnificent way the staff rallied together to support our students, our families and each other as we continued to navigate the ever changing climate of COVID-19. The staff and I are equally thankful and fortunate to have such a caring and supportive community who helped keep us afloat with messages of support throughout the most challenging times. Throughout the experiences of 2020 we learnt to be more: resilient in bouncing back from the surprises of our new reality, resourceful in finding ways to achieve what needed to be done in new and effective ways and responsible to carry on no matter what. The staff, students, parents, carers, P&C and parent volunteers were truly 'in this together' which has ultimately created a stronger, more united and committed school community.

Warmest Regards,

Mrs Fiona Young

Principal

Message from the school community

P&C Annual Report

The objective of P&C is to promote the interests of Sutherland North Public School by bringing, parents, citizens, students and teaching staff into close cooperation; and to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school. Upon reflection of this statement, the P&C have done well in 2020 to achieve this despite the unforeseen hurdles due to covid-19 pandemic.

The key fundraising activities were the Bunnings BBQ term 1; special food days throughout the year; father's Day stall online; Christmas raffle & hampers. The Easter raffle and Mother's Day stall were cancelled due to covid-19 restrictions. There were some new fundraising initiatives such as participation in the Cook Community Classic Raffle and Gingerbread House fundraiser. No major fundraising event was held as originally planned due to covid restrictions. This has been postponed to 2021.

Other P&C activities included but weren't limited to the set up of the school canteen to sell snacks once a week; grant applications; new processes for uniform shop; hot chocolate day and crazy sock/mufti day to boost morale; assisting with staff interview panel; Thank you morning tea for teachers after switching to online learning; and assisting in OOSH tender process.

Furthermore the P&C donated \$5,000 towards the purchase of new laptops and purchased the empowered kids books to support student wellbeing.

It was great to see the staff and families of the school come together during 2020 to support each other during a difficult time.

Melissa Fowler

P&C President



2020 and its challenges.

School vision

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>

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.

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) |
|--|---|
| <p>The Teacher Survey-Future Focused Learning and Teaching survey indicated that staff believe that the teaching and assessment of General Capabilities is incorporated across all learning areas at Sutherland North PS. The mean score indicated at or above the score of 4 (agree) in all statements related to the General Capabilities. The scale was 1 (strongly disagree) to 5 (strongly agree).</p> <p>The statement 'Sutherland North PS students are provided with opportunities in all learning areas to develop and demonstrate critical and creative thinking skills' received the highest score of 4.45. The lowest score was 4 which referred to the statement 'Sutherland North PS students are provided with opportunities in all learning areas to develop and demonstrate STEM skills (Science, Technology, Engineering & Mathematics)'. This indicates that further professional development in STEM would be beneficial in the next cycle of the school plan.</p> | Teacher Survey-Future Focused Learning and Teaching |

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) |
|---|----------------------------|
| <p>Student well being was highlighted this year with all the disruptions during COVID and absences from school due to families isolating. Students were given new areas for time out and mindfulness. Next year more formalised sessions of mindfulness will be put into place after discussions with the P & C and student surveys.</p> <p>A continuation of PBL and it's practices highlighted a need for more training for new staff and the need for more focus on school wide incentives of the core values. The reward system has been reviewed and with staff and parent consultation has been modified and is now able to reward and acknowledge student achievement of their schooling years. A new policy has been developed for an efficient and easy transition. to this process.</p> | |

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.

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) |
|---|--|
| <p>*Our students check In assessments 3 & 5 have logged data into ALAN</p> <p>* Data collections gathered for majority Kindergarten and Year 1/2 students - online assessments linking to ALAN. Overall, this year has been very disruptive. No scheduled TPL was available. We will need to continue training in progressions and train staff in more assessments and schedule the logging of data.</p> <p>School wide bench-marking has been gathered and data will be handed over to new teachers in 2021. A scheduled handover will occur at the end of the year to ensure staff are aware of individual student needs.</p> <p>Teachers and staff will reflect on PDPs to see where training is required and whole school assessment schedules.</p> | Teacher Professional Learning through the Department |

Process 2: Collaboration

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

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Staff completed reports and sent to parents. Acknowledgement that there were some indicators that need to be modified for the future,</p> <p>Staff are more confident using Number talks and doing so frequently.</p> <p>Staff are benefitting from each others resources in Google Classroom</p> | Time allocated for sharing at staff meetings. |

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.

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) |
|--|----------------------------|
| <p>In 2020 Sutherland North Public School continued to strengthen its strong engagement with the community, especially with COVID-19 and the implications to the school community.</p> <p>School stream continued to be a main source of communication and was used daily between school and families. The school's annual satisfaction survey indicated a 26% rise, with parents/carers stating that they were well informed.</p> <p>Google Classroom was set up from years 1 to 4 with years 5 and 6 predominantly using Office 365. Students were able to access daily messages and lessons through these platforms. Staff also communicated with parents via email and phone calls. The LAST team also contacted parents and carers, communicating notes to teachers as they did so.</p> <p>A report committee was established and a new student report was used for Semester 2. Changes were made to the original report based on surveys from parents/carers and staff. An additional survey at the end of the year indicated that all parties were very happy with the new report layout and although minor changes will be made for 2021, this report template will continue to be used.</p> | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | <p>SLSO</p> <p>LaST</p> <p>School resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$3 692.00) | <p>This cycle we have noted that parents and carers are more satisfied and confident when identifying their child's needs. Social /emotional, academic and inspirational goals enable the school to cater to the whole child.</p> <p>Leadership opportunities and recognition of our indigenous students has been a focus. Each year a student is nominated for a "Deadly Award", leads an acknowledgement of Country or is recognised for their achievements through whole school systems.</p> |
| English language proficiency | <p>EaLD teacher</p> <p>LaST teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$40 038.00) Low level adjustment for disability (\$64 034.00) | <p>Current enrollment remains 22%</p> <p>Although there were disruptions to programs during home schooling, student achievements were tracked through online classrooms and regular phone interviews for students who were struggling during this time. On return to school each class with identified students was timetabled weekly for student support.</p> <p>More withdrawal work occurred in Semester 2.</p> |
| Low level adjustment for disability | <p>FTE 0.6</p> <p>SLSO \$24, 904</p> <p>Flexible Funding \$ 64,030</p> <p>Funding Sources:</p> <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. The Team met weekly to monitor targeted students, meet with parents, carers and other professional providers to support the holistic educational needs of the student. Most interviews this year were conducted by phone due to COVID 19.</p> <p>Throughout 2020 the School Learning Support Officer was employed five days a week to support children in the classroom and on the playground. Students with specific needs on returning from home schooling were identified for mindfulness, anxiety and time out sessions to increase their success in the school environment.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>QTSS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$45 000.00) | <p>QTSS funding enabled an executive team member to be released from class and run demonstration lessons in writing, behavioural management and Numeracy.</p> <p>Staff surveys indicated teachers were wanting more lesson observations of colleagues and more feedback as to their teaching methods and current programs. 100% of staff felt that team teaching and support provided through QTSS was beneficial. Further implications for the new cycle are more opportunities to be provided for staff to observe identified teachers with skill sets and expertise. This is achievable through regular and scheduled timetabling.</p> |
| Socio-economic background | <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$17 586.00) | <p>Support was offered to students requiring additional after the return to school transitioning from home schooling. A School Learning Support Officer was employed to run</p> |

| | | |
|---------------------------------------|--|---|
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$17 586.00) | <p>small group Literacy and Numeracy remedial programs as well as in class support . PLAN Data was used to target students requiring additional support. . 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.</p> |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 000.00) | <p>At Sutherland North this year 2 staff members completed and achieved Teacher Proficiency through the accreditation process. They were supported by mentors and executive team members and scheduled into timetabling regular observations and reviews for feedback.</p> <p>No staff members are categorised as beginning teachers into 2021.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 144 | 134 | 128 | 127 |
| Girls | 121 | 124 | 124 | 131 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.8 | 97 | 94.8 | 94.7 |
| 1 | 96.5 | 95.1 | 96.9 | 92.2 |
| 2 | 95.4 | 96.6 | 95.6 | 89.5 |
| 3 | 96.2 | 96.4 | 95.9 | 91.5 |
| 4 | 96.6 | 94.5 | 93.4 | 90.1 |
| 5 | 97.4 | 95.6 | 94 | 93.9 |
| 6 | 97.3 | 96.1 | 95.1 | 91 |
| All Years | 96.6 | 95.9 | 95.2 | 91.8 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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) | 8.24 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 507,743 |
| Revenue | 2,400,421 |
| Appropriation | 2,309,834 |
| Sale of Goods and Services | 809 |
| Grants and contributions | 88,445 |
| Investment income | 1,334 |
| Expenses | -2,507,225 |
| Employee related | -2,209,412 |
| Operating expenses | -297,813 |
| Surplus / deficit for the year | -106,804 |
| Closing Balance | 400,939 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 93,715 |
| Equity Total | 150,611 |
| Equity - Aboriginal | 3,692 |
| Equity - Socio-economic | 18,221 |
| Equity - Language | 40,038 |
| Equity - Disability | 88,660 |
| Base Total | 1,944,528 |
| Base - Per Capita | 60,607 |
| Base - Location | 0 |
| Base - Other | 1,883,921 |
| Other Total | 93,073 |
| Grand Total | 2,281,927 |

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 seven 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 continued increase in the following areas; parents feel the school is very welcoming, parents speak highly of the communication app keeping them informed with updates and daily communication, staff support students and have student welfare at the center of all decisions, parents were extremely happy with the way the school managed all the challenges of COVID-19, parents felt communication during home schooling was excellent and kept them very informed. 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 2021. A report committee will be established and include parent representatives in the review process.

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.



Celebrating NAIDOC Week 2020