

2021 Annual Report

Sutherland North Public School



3822

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Sutherland North Public School, our vision is the ongoing growth and development of our students, leading by example in our school and community. We are committed to empowering students in a supportive, safe and inclusive environment which aims to build confidence, respectfulness and creativity.

School context

Sutherland North Public School is a small primary school located in the southern suburbs of Sydney. Students enjoy spacious, well cared for grounds including; large grass playing fields, a creative play nature area, play equipment, sandpits and spacious areas covered by shade structures.

Sutherland North Public School has an enrolment of 252 students. 1.2% of students identify as Aboriginal and Torres Strait Islander and 23% whose first language is a language or dialect other than English. We are committed to providing high quality education for students from Kindergarten to Year 6, where the dedicated staff are responsive to individual student needs.

Sutherland North Public has a combination of experienced and early career teachers. The school values the community, and is focused on maintaining and building strong partnerships with staff, parents and students.

The school motto, 'Grounds to Grow' supports our vision to inspire our students to become confident, creative and active, global citizens of the future. We nurture the whole child and actively promote student voice and the collective responsibility to create a safe, supportive and challenging teaching and learning environment.

The school core values, 'Responsible, Safe and Respectful Learner' are encouraged through a broad, balanced curriculum with a variety of extra-curricular programs and social opportunities. There is a continued focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates science, technology, engineering and mathematics (STEM) and creative and critical thinking opportunities into teaching and learning.

Sutherland North Public has a strong working partnership with the University of Technology (UTS) and Australia's Nuclear Science and Technology Organisation (ANSTO). Our recent partnership with UTS and ANSTO in pilot programs has supported our future focused learners to succeed in coding and robotics programs and competitions.

The school works closely to build on home, school and community partnerships. Our staff work in consultation with a supportive Parents and Citizens Committee who contribute significant funding to teaching and learning programs that operate within the school. The school community works collaboratively to promote a sense of belonging and a shared direction towards continual growth of student learning outcomes.

Future strategic directions and initiatives have been identified through our situational analysis process. We have identified a need to use data driven practices that ensures continual monitoring of student performance data to determine areas of need and successes at a class and school level. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in numeracy and reading.

A continued focus on building teacher capabilities through collaborative practices will be embedded throughout this process. The involvement of the whole school community will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Numeracy and maintain student growth in Literacy, we will develop and sustain current whole school systems for collecting and analysing authentic data to drive student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy
- High Expectations
- Assessment

Resources allocated to this strategic direction

Low level adjustment for disability: \$90,030.00

English language proficiency: \$52,272.00

COVID ILSP: \$75,000.00

Literacy and numeracy: \$29,304.00

QTSS release: \$4,705.00

Professional learning: \$4,463.00

Socio-economic background: \$16,394.00

Summary of progress

All staff engaged in professional learning using current research from the Centre for Education Statistics and Evaluation 'What Works Best' 2020 update which focused on effective quality teaching practices to support school improvement and enhance the learning outcomes of students. Another focus area for professional development was 'Number Talks'. Professional learning incorporated online learning sessions, best practice lesson demonstration, observations and team teaching. Professional learning was also focused 'on improving teacher quality and understanding of Data has shown progress in the area of Numeracy with a large increase in percentage of students at or above expected growth. The COVID-19 support initiative has been used to foster this growth in Numeracy. The COVID-19 Intensive Support Program will continue in 2022. The school is currently working on increasing our percentage of student expected growth in Reading and using formative assessments to inform teaching practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Use COVID-19 support initiative to collect and analyse data in Numeracy to ensure that the learning of all students is systematically monitored. Increase the percentage of students in the top 2 bands in NAPLAN Numeracy to reach target. Uplift required: 5%	The COVID-19 support initiative has been utilised to collect and analyse data in Numeracy and to aid targeted focus groups. This data has been closely monitored and reported on. Using the NAPLAN data from 2019, Year 3 have shown an uplift of 4.42% and Year 5 have shown an uplift of 5.98%.
Use Check In assessments to identify growth across cohort to target students at risk and requiring support to achieve.	Check-in assessments were conducted with Years 4 and 6 in the area of Mathematics in Term 2. Check-in assessments were also conducted with Years 3-6 in Term 4. Term 2 assessment data was used to form COVID-19 intensive Numeracy support groups and as a result, students demonstrated growth from this intervention. Term 4 data will be used early in 2022 to target students at risk.
Increase the percentage of student	This target was not met, with a decrease in Reading in NAPLAN of 1% at or

<p>expected growth in Reading in NAPLAN.</p> <p>Uplift required: 3%</p>	<p>above expected growth.</p>
<p>Increase in student expected growth in NAPLAN Numeracy</p> <p>Uplift required: 3%</p>	<p>This target was met, with an increase in Numeracy in NAPLAN of 12% at or above expected growth.</p>
<p>Formative and summative assessments being used by all staff.</p>	<p>Observation shows that all staff are using summative assessments at the conclusion of units of work. Formative assessments are used occasionally.</p> <p>Best Start was implemented for Kindergarten in the beginning of Term 1. In Term 4 all kindergarten children were assessed using Phonological awareness diagnostic assessment.</p> <p>Term 4, Year 1 students completed the Phonics Screening Check to gain data in order to track students.</p>

Strategic Direction 2: Quality Teaching

Purpose

To improve quality teaching practices through collaborative practice, effective feedback and professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- Explicit Teaching
- High Potential and Gifted Education

Resources allocated to this strategic direction

Professional learning: \$3,126.00

QTSS release: \$42,945.00

Summary of progress

One session on High Potential and Gifted Education has been delivered to staff. Due to COVID 19 parent and student surveys, and further staff PL were not delivered. This will be a 2022 focus. Prior to COVID whole staff engaged in professional dialogue regarding Learning Intentions and Success Criteria (LISC). Goals were set for all teachers to provide LISC for daily literacy and numeracy lessons. Expert teachers provided modeled lessons in literacy and numeracy to share best practice in action. Observation lessons and teacher feedback occurred in Semester 1 indicating that all teachers were familiar and implementing LISC. We have seen the impact across multiple data sets.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice to improve professional knowledge and practice.	Observation lessons to improve teacher practice and give constructive feedback. Expert teacher modelling best practice in classrooms (Seven Steps, Number Talks, Sound Check, use of technology, explicit teaching in a team teaching environment) Stage meetings to share best practice quality teaching and learning strategies.
Collection of parent and student assessment data and explicit programming of social-emotional learning.	TTFM survey to gain an understanding of parents views on school. The school completed a parent information workshop which focussed on High Potential and Gifted Education (HPGE), including the domain of social emotional, to better understand the needs of their students. This resulted in a stronger partnership between our community and the school and initial planning for the next steps that the school will undertake to support student growth.
Provide visual lesson outlines, including the learning intentions, the activities or key instructions and the success criteria for the lesson.	Teachers embedded the use of LISC (Learning Intentions and Success Criteria) into daily teaching. The school provided LISC for lessons on Google Classroom during Learning from Home which ensured that students remained connected with their learning.

Strategic Direction 3: Wellbeing

Purpose

Align whole-school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Mindfulness
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$17,585.00

Aboriginal background: \$4,611.00

Professional learning: \$4,363.00

Summary of progress

Staff feedback from Positive Behaviour for Learning surveys has led to changes in the way staff previously collected, tracked and analysed well-being data. As a result staff are using one system to record all student information online through Sentral. This ensures all relevant student information is accessible through the one system minimising important information being overlooked. Staff consistency of behaviour management steps introduced during professional learning informed minor and major behaviour response processes. The Smiling Mind program was introduced at the beginning of 2021 with one staff member nominated as the Smiling Mind Champion who led the professional learning and embedded the program of mindfulness in every classroom. Students were also given an opportunity to utilise a calming mindfulness session prior to the end of lunch breaks which improved students ability to engage in their learning programs in the classroom. Staff training in mindfulness has resulted in 100% of classes using the program to foster positive relationships.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers track students absences and follow up unexplained absences through Sentral with notes being sent home on a regular basis.	The school's attendance percentage target met. Notes and communication were sent home on a regular basis during Semester 1. Staff tracked student absences closely on Sentral to ensure all students were known, valued and cared for.
School provides professional learning that builds teacher's understanding of Smiling Minds and mindfulness practices.	Staff training on the "Smiling Minds" program during the staff development day in Term 2 and the online course introduced the program. All teachers have online accounts and are implementing short daily lessons. Students are benefitting from these routines.
Form Wellbeing Committee to review SNPS Discipline Policy, PBL practices and DoE Wellbeing Framework. Committee merge SNPS PBL practices and Discipline Policy to create a SNPS Well Being Framework that reflects DoE Well Being Framework principals.	<p>The Discipline policy is yet to be reviewed due to a delay caused by COVID. The PBL committee looked at the ACARA Social Capabilities continuum document to merge with the Well Being framework and existing school values.</p> <p>Whole school PL on entering student well being incidents into Sentral and updated Behaviour Response Charts are informing the school plans.</p> <p>Whole school PL on consistent behaviour management practices are evident.</p> <p>Improved PBL rocket system embedded as a whole school practice and students are showing positive interactions as a result.</p>

<p>Form Wellbeing Committee to review SNPS Discipline Policy, PBL practices and DoE Wellbeing Framework. Committee merge SNPS PBL practices and Discipline Policy to create a SNPS Well Being Framework that reflects DoE Well Being Framework principals.</p>	<p>Due to COVID Learning from Home, teachers called all parents / care givers to monitor student well being. This data was recorded in Sentral and this work supported the return to school for students.</p>
<p>The school measures the effectiveness of our wellbeing programs against the relevant dimensions of the School Excellence Framework.</p>	<p>The wellbeing team and school leadership team continues to assess evidence against the SEF to strategically plan and resource the ongoing initiatives. In 2021, the school self assessed at Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sutherland North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: All eligible students achieving progress towards their personalised learning goals. Planning days ensured teachers were provided with time to collaborate with Learning and Support and other colleagues to ensure ongoing learning and support was provided.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding support will be reviewed throughout the year to ensure funding is used to meet the specific needs of students.</p>
<p>Socio-economic background</p> <p>\$33,979.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sutherland North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: 100% of teachers are successfully implementing the Mindfulness Program in classrooms. Teachers have reported their students are more settled and ready to learn when using the mindfulness program to transition from the playground into the classroom. Two new outdoor signs were purchased to display Student Representative Council and Positive Behaviour for Learning initiatives. Students are regularly observed reading the information boards.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Smiling Mind Program will continue. The implementation of a Gratitude Journal Program will be a focus for 2022 to support all students K-6. The</p>

<p>Socio-economic background</p> <p>\$33,979.00</p>	<p>school discipline policy will be reviewed by the committee.</p>
<p>Aboriginal background</p> <p>\$4,611.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sutherland North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: All Aboriginal students have individual PLP's developed in consultation with family members, Learning and Support staff, the class teacher and other specialists if required. All students are showing progress against their personal learning goals. Although COVID-19 restrictions were still in place, NAIDOC week was still celebrated and acknowledged with student work displayed on the perimeter fence for the community to view.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consultation with the AEG to implement Aboriginal activities and other programs within the school.</p>
<p>English language proficiency</p> <p>\$52,272.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sutherland North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Current enrolment of students is 24%. The Learning and Support teacher completed on-line EaLD professional learning. Regular teacher professional learning sessions focused on the EaLD progressions and assessment. This has resulted in staff having a better understanding of the EaLD assessment criteria. Identified students were supported in small group withdrawal lessons in literacy and numeracy. This has resulted in a positive trend in NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing assessment and tracking will continue to ensure student improvement is monitored and future programs are informed by the data collected.</p>

<p>Low level adjustment for disability</p> <p>\$90,030.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sutherland North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: An increase in students achieving at or above expected growth in NAPLAN results. Three School Learning Support Officers were trained in Health Care Procedures to supplement the bank of staff available to support a student with additional Health Care Needs. The School Learning and Support position had an increase in their daily hours worked to meet the social and learning needs of students requiring additional support in the playground and classroom. The additional support improved the students capacity to engage successfully with their peers in the school setting. Teacher release was provided to develop individual student PLPs, consult with specialists and review and update individual student behaviour support plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional support for students will continue to be reviewed and adjusted as required to ensure students can continue to build on their social and educational skills. The Nature Play area will have professional signs installed to support safe and appropriate play.</p>
<p>Literacy and numeracy</p> <p>\$29,304.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sutherland North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in Literacy Hub and PL. <p>The allocation of this funding has resulted in: Targeted Literacy Programs for identified students to improve student learning outcomes. Professional learning, ongoing teacher observations and feedback were embedded across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to embed consistent practices, resourcing and small group withdrawal support across all stages for identified students. NAPLAN results showed an increase of Year 5 students, 38.2% in the top Two Bands in</p>

<p>Literacy and numeracy</p> <p>\$29,304.00</p>	<p>Numeracy . All staff reported their confidence in teaching Number Talks had improved and they were continuing to embed the teaching strategies in their classroom.</p>
<p>QTSS release</p> <p>\$47,650.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sutherland North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • High Expectations • Collaborative Practice • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Resources purchased to support Number Talks, scheduling for teacher release for classroom observations and and structured feedback. <p>The allocation of this funding has resulted in: Staff have completed online professional learning in 'What Works Best', evidence informed teaching strategies. A schedule of planned release time for teachers to observe colleagues to improve practice through effective feedback. Staff collaboration and sharing of classroom practice and teaching strategies at staff meetings</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff feel the observations and focus on collaboration has kept them focused on the targeted areas. This will continue into 2022 with a focus on Learning Intentions and Success Criteria.</p>
<p>COVID ILSP</p> <p>\$75,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing intensive small group tuition for identified students who required support in numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 90% of targeted students in stages 1-3 meeting their end of year learning goals, with students more engaged and confident in their ability to participate in whole class numeracy lessons. - All staff involved in delivering the COVID intensive learning support program are confident in their ability to plan quality lessons by using the numeracy progressions and maintain consistent data collection on students which was entered into PLAN2 throughout the year. - Through whole school professional development all staff have been introduced to the literacy and numeracy progressions and have had practice at entering and analysing data in PLAN2. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>COVID ILSP</p> <p>\$75,000.00</p>	<ul style="list-style-type: none"> - Continue small group programs and in class support for targeted students. - Collect and analyse data at set points throughout the year, ensuring students are meeting set learning goals and communicating progress with students, staff and parents. - Provide time and support for class teachers to analyse and enter data in PLAN2 and continue to provide professional learning in numeracy.
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	134	128	127	122
Girls	124	124	131	125

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97	94.8	94.7	95.3
1	95.1	96.9	92.2	94.2
2	96.6	95.6	89.5	94.3
3	96.4	95.9	91.5	95.2
4	94.5	93.4	90.1	94.4
5	95.6	94	93.9	93.1
6	96.1	95.1	91	93.8
All Years	95.9	95.2	91.8	94.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.25
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	400,939
Revenue	2,577,731
Appropriation	2,434,720
Sale of Goods and Services	47
Grants and contributions	142,351
Investment income	614
Expenses	-2,606,648
Employee related	-2,227,920
Operating expenses	-378,728
Surplus / deficit for the year	-28,917
Closing Balance	372,022

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,100
Equity Total	164,770
Equity - Aboriginal	4,612
Equity - Socio-economic	17,586
Equity - Language	52,273
Equity - Disability	90,300
Base Total	1,963,057
Base - Per Capita	63,601
Base - Location	0
Base - Other	1,899,456
Other Total	108,765
Grand Total	2,304,692

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.

Parent/caregiver, student, teacher satisfaction

Positive parent and student feedback was received by email, letters and through school surveys last year. The feedback received highlighted parent/carers appreciation, their thanks and acknowledgments of the care and hard work being done by the whole staff. A Community Art Challenge during this period was set by the Principal. It was an optional student activity. Students were asked to produce an artwork based on Australian Flora and Fauna. The Principal visited students to take photographs of their finished artworks which were then displayed to the community and a video produced and posted on the school messaging app, Schoolstream to share with the community. Just over 50% of K-6 students participated. They reported feeling inspired by the challenge and families felt like they were still connected to the school community through the project.

Parent feedback: 'Just wanted to send a very big thank you to Mrs Young, all teachers, admin staff and support staff for your dedication during this unsettled and crazy period. Your hard work, care and commitment is not only greatly appreciated but heartwarming and inspiring.'

'Thank you Mrs Young and all the teachers for the outstanding commitment to communication and support Sutherland North has demonstrated through this unprecedented event. Your care of the students and families is very much appreciated. Thank you also for the work organised and distributed today. It's a great support to both children and parents and we appreciate the thought and work that has gone into it all.'

Student feedback: 'To my teachers, thank you for all your hard work. We miss you.'



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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.