

2021 Annual Report

Sandon Public School



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Introduction

The Annual Report for 2021 is provided to the community of Sandon 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

Sandon Public School is a diverse learning community where students strive to become:

- Confident, caring and creative individuals
- Successful lifelong learners
- Active, informed and respectful members of the community.

School context

Sandon Public School has a student population of 225 students from diverse cultural, religious and socio-economic backgrounds. Approximately twenty percent of students are of Aboriginal background. Twenty five percent of students come from a language background other than English and ten percent of students have a diagnosed disability. Our teaching, learning and student well-being programs are designed to address this complexity.

Sandon Public School has two support classes for students with disability. Our support classes are an integral part of our school.

In 2020 we reviewed our school wide student behaviour support and have adopted the PAX Good Behaviour Game (GBG).

PAX GBG consists of 10 psychology-based instructional strategies taught as skills and used daily by teachers as part of the regular lesson. Using game-theory principles, students and teachers define the class rules for behaviours within the classroom, and learn how to 'play' each game. These games are then used to support the delivery and completion of classwork and other tasks while simultaneously positively reinforcing the students' ability to be aware of their behaviours and regulate these themselves. A large part of PAX GBG is also recognising the strengths and achievements of others. This aspect develops strong peer recognition and valuing the achievements of others.

Our SHINE values of Show respect, Honesty, Include others, Never give up and Engage in learning complement the PAX GBG.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. These areas build on the work undertaken in the previous school planning cycle around quality teaching, quality learning and well-being in order to connect, succeed, thrive.

1. STUDENT GROWTH AND ATTAINMENT

When analysis was conducted against the student outcome measures the

Value-add

- K-3 is **Working Towards**.
- Year 3-5 is **Delivering**.
- Year 5 - 7 is **Delivering**.

Expected growth in **NAPLAN**

In **Reading** there has been an upward trend over ten years.

We were above network schools for the percentage of students in the top two bands by Family Occupation and Education Index (FOEI).

From the findings of the gap analysis in Reading the focus areas include:

- Interpret the meaning of vocabulary in context in an information text
- Identify how a character is portrayed in a narrative
- Identify the first-person narrator in an imaginative text
- Identify the relationship between characters in an imaginative text
- Link an image to information in an information text
- Sequence events from an information text.

In **Numeracy** there have been significant gains made since 2013. Since 2015 we compare favourably to Statistically Similar School Group (SSSG).

We reached our target in 2019 for Aboriginal students in the top three bands for NAPLAN Numeracy and for Expected

Growth in Numeracy in NAPLAN.

Our school participated in the Year 3 and Year 5 check in assessment conducted by the NSW Department of Education.

From the findings of the gap analysis in Numeracy the focus areas include:

- Solves a problem involving addition and subtraction of whole numbers
- Identifies, describes, compares and classifies angles
- Selects appropriate methods to collect data, and constructs, compares interprets and evaluates data displays, including tables, picture graphs and column graphs.
- Uses simple maps and grids to represent position and follow routes, including compass points.

2. EXCELLENCE IN TEACHING

Curriculum Focus

Quality Teaching Rounds, using the NSW Quality Teaching Framework has been a focus for select staff across the school who are part of a research project with the University of Newcastle.

The school employed an Instructional Leader in 2019 to support Literacy and Numeracy K- 2. The data gathered across the year indicated the majority of students K - 2 achieved benchmarks, as the Instructional Learning worked with staff to implement Learning Sprints, evidence gathering, and data analysis to inform teaching.

As a result of the learning from External Validation and our self-assessment against the School Excellence Framework we have determined that within the themes identified we can:

- support a Literacy and Numeracy Action plan to address student growth and attainment.
- Improve our understanding of quality evidence collection and analysis.
- Improve our understanding of how to measure impact.

Our analysis helped us to decide that excellence in teaching would be an explicit focus in the new school plan. We identified the need to

- develop a strong professional learning community, which includes evaluation of impact across teaching and non-teaching staff
- have strong and sustainable systems and practices.

3. WELLBEING AND ATTENDANCE

Behaviour

Positive Behaviour for Learning (PBL) has been an embedded practice at Sandon for over five years. In 2018 and 2019 the school reviewed the procedures and practices, this resulted in a number of changes to assist both students and families better understand our S.H.I.N.E. values and how the student award system ran in conjunction with PBL.

In 2020 all teaching staff were provided with professional learning on PAX the GBG. The PAX GBG consists of behavioural and instructional strategies to build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children.

The school decided to implement PAX GBG to

- Increase time for teaching and learning
- Increase attention to and completion of academic tasks
- Engage learners
- Improve learning outcomes
- Reduce off-task and disruptive behaviours.

Attendance

Attendance above 90% is 66.40%, this is below the baseline of our negotiated targets.

Attendance rate overall is 86.66%.

Attendance for Aboriginal students in Term 1 2020 was 78.4%.

The class teacher phone intervention has had an impact on the attendance of some students, as has the SMS absence alert sent to parents that commenced in Term 4. A whole school Attendance Improvement plan will need to be developed.

Caring for students

Self-reflection against the School Excellence framework determined we were Sustaining and Growing in 2019.

We used the *Wellbeing for School Excellence Evaluation Support Tool* to determine whether student wellbeing has improved after the adoption of the strategies identified in the previous plan.

Family- School Partnerships

In 2020 the school identified through professional learning that a key dimension for planning partnerships was communication.

The following strategies were implemented:

- Shift to the use of the term families in all communications (as opposed to parents/carers)
- Review of communication tools, with an emphasis on using *Seesaw*, *Skoolbag* and *email*.
- Telephone calls from class teachers to families every week during the learning from home period.
- Student involvement in interviews and school decision making.

The development of this Strategic Improvement Plan is underpinned by consultation with staff, community and students.

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

Strategic Direction 1: Student growth and attainment

Purpose

As a result of the learning from External Validation, our self-assessment against the School Excellence Framework and our Situational Analysis we have determined that we need to develop a culture of continuous improvement. and improve our understanding of how we measure impact.

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.

- Data driven practices
- Numeracy
- Reading

Resources allocated to this strategic direction

Low level adjustment for disability: \$123,330.00

Aboriginal background: \$23,568.00

Professional learning: \$99.00

Summary of progress

Questions:

Did we achieve our progress measure ? Progress measure not achieved.

What did we do to achieve or what hindered us to achieving the target? Analysis of data and evidence has indicated that we should focus our intensive learning support groups in 2022 on lifting students in the middle bands who will be in Years 3 and 5.

Data: NAPLAN, check in assessments

Analysis: What did we notice?

Our Check in Assessment data indicated we made significant gains in lifting student achievement in Years 4 and 6 by the end of the year in Mathematics and Reading.

Implications: Where to next?

Identify students in Years 3 and 5 (in 2022) for inclusion in small group intensive support.

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
More than 35% of students perform in the top two NAPLAN bands in reading. More than 25% of students perform in the top two NAPLAN bands in Numeracy.	Target not achieved. NAPLAN scores indicate 13.3% of students achieved results in the top 2 bands for Reading and Numeracy. This was a decrease from 25 % in 2019. 16.67% of students in Year 5 were in the top two bands in Reading.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 64%.	The value added for students across Years 3 - 5 indicated we are Delivering. Check in assessment data indicated students in Year 4 achieved 47.1% in Literacy and 48.2% in Numeracy in Term 2. By Term 4 the trend was positive with Year 4 students achieving 54.9% in Literacy and 54.2% in

<p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 64%.</p>	<p>Numeracy. Explicit teaching of vocabulary and the introduction of number talks into Mathematics lessons was the key driver of the positive trend.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Curriculum - Sustaining and Growing. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Research has shown that collective teacher efficacy has an effect size of 1.57.

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.

- Quality Teaching Rounds
- Digital Maturity

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Summary of progress

The school implemented structures to provide opportunities for collaboration between colleagues, driving ongoing improvement in teaching practice and student results.

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
The annual QTR Teacher Survey is completed by teachers to achieve baseline data.	All staff completed the annual Quality Teaching survey in Term 1. Data from the survey indicated that 58% of respondents rated 8 -10 for "in this school Quality Teaching Rounds has had a positive impact on teaching practice". 50% of respondents rated 8 -10 for "in this school Quality Teaching Rounds has had a positive impact on Formative Assessment". 54% of respondents rated 8 -10 for "there is collaborative practice at this school".
Internal data indicates an increased percentage of staff actively collaborating to reflect and improve on teaching practice.	Progress measure achieved. All teaching staff, across Terms 3 and 4 engaged in collaborative planning with the Instructional Leader to reflect and improve on teaching practice. Feedback from surveys and staff focus groups indicated that in 2020 Collaboration at this school was rated 3.4 (out of 5) and in 2021 Collaboration had moved to a 3.9 rating (out of 5). In 2020 the average staff rating for " I collaboratively plan my teaching program with other teachers" was rated 3.6 (out of 5) and in 2021 the rating had moved to 3.9.
50 % of staff participate in at least one set of Quality Teaching Rounds.	Progress measure achieved. 86 % of teaching staff participated in Quality Teaching Rounds across the year. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

50 % of staff participate in at least one set of Quality Teaching Rounds.	effective classroom practice.
The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.	Measure achieved.
Improvement as measured by the School Excellence Framework: • Effective classroom practice - Sustaining and Growing	Our self -assessment determined we had reached our target of Sustaining and Growing as determined using the School Excellence Framework.
Assess the Digital maturity of the school and develop a plan of action to improve use for quality learning and administration.	A re -evaluation of our plan determined the audit and development of a plan of action for the Digital Maturity would be held over until 2022.

Strategic Direction 3: Attendance and Wellbeing

Purpose

As a result of analysis of our previous three year plan, our Situational analysis and self-assessment against the School Excellence Framework it was clear that we would continue to include wellbeing in our plan. By including attendance in the name we want to place the spotlight on lifting our attendance rates.

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.

- Whole school evidence-based approach to sport and physical activity
- Pulse check in
- Improving Attendance

Resources allocated to this strategic direction

Summary of progress

The school completed a school sport and physical activity health check and as a result a School Sport and Physical Activity Plan for Sandon Public School was developed. The plan was presented to staff during Term 3 2021 and adopted for implementation.

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
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 74.90%.	Target not achieved. Our data for students attending > = 90% of the time was 65.0%. This was above the state average of 63.2% however this data is reflective of the context of the COVID 19 pandemic and learning from home periods.
Whole school implementation of School Sport and Physical Activity Implementation Plan.	The whole school plan was implemented and an audit of the number of minutes of physical activity across the school week was carried out to determine if we are meeting NESA curriculum requirements. Professional learning for 2022 has been identified for our Specialist PDHPE teacher to engage with to support the implementation of physical activity within the classroom.
Pulse check in for students in Years 3 - 6 is used to identify information that may be contributing to school non-attendance.	Data gathered over Terms 1 and 2 identified a number of students were not having breakfast each day. The school investigated running a breakfast club prior to the start of the school day. A staff member took on the organisation of seeking sponsorship, organising materials, a roster for staff and implemented running the club two mornings per week during Term 3. COVID 19 forced the breakfast club to cease during Term 4.
Staff indicate that they have knowledge of the Sandon School Sport and Physical Activity Implementation Plan, how to access it and apply it.	All staff were provided with a hard copy of the Implementation plan and directed to where to locate a digital copy.
Student wellbeing data is gathered from a variety of sources to determine baseline using the <i>Achieving School Excellence in Wellbeing and Inclusion</i> resource.	Using the <i>Achieving School Excellence in Wellbeing and Inclusion</i> Resource the school determined we are

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sandon 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"> • School Learning Support Officer trained to assist, monitor and report on health care for identified students. <p>The allocation of this funding has resulted in: Students were supported as needed to monitor and manage their health care needs. One student was supported to prepare for their self-care in preparation to moving to high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine if we will need to continue to allocate further school funds to top up the funds provided to fully support the needs of these students.</p>
<p>Literacy and numeracy</p> <p>\$12,498.86</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sandon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and Numeracy programs and resources, to support teaching, learning and assessment. • Targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in: All School Learning Support Officers understand how to support literacy and numeracy in the classroom, and how to implement small group interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the provision of additional support within identified classrooms to support literacy and numeracy activities.</p>
<p>Professional learning</p> <p>\$20,099.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sandon 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"> • Data driven practices • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.

Professional learning \$20,099.00	<ul style="list-style-type: none"> • Across stage professional learning communities were formed to carry out Quality Teaching Rounds. <p>The allocation of this funding has resulted in: Explicit, consistent and research-informed teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Embedding structures to provide opportunities for collaboration between colleagues , driving ongoing improvement in teaching practice and student results.</p>
Refugee Student Support \$10,504.23	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in: The feedback from Ezidi families regarding the employment of an interpreter one day per week was very positive. The families reported feeling comfortable coming to school to meet with teachers to discuss the learning of their children. The translation of notes and information for families ensured that families were kept up to date with what was happening at school, particularly during periods of COVID learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine the level of funds available in order to continue to provide interpreter service one day per week.</p>
Socio-economic background \$194,474.66	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sandon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement to support identified students with additional needs. <p>The allocation of this funding has resulted in: Support provided in classrooms to assist teachers deliver curriculum, eg working with small groups on Spelling, Reading and Writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Survey class teachers to identify students requiring additional support in the classroom and the areas of need.</p>
Aboriginal background \$110,796.77	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sandon 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>Aboriginal background</p> <p>\$110,796.77</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"> • Data driven practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Improved Personalised Learning Pathways (PLPs) processes and data collection. Small group workshops with Aboriginal students to better understand and use the PLPs process. <p>The allocation of this funding has resulted in: Aboriginal students having a better understanding of how to engage with the PLP process to make it more meaningful and outcome focused. Teachers better at identifying the learning needs of Aboriginal students within their classrooms, and using Teaching Sprints as a tool to address the need.</p> <p>After evaluation, the next steps to support our students with this funding will be: To refine the gathering and storage of the data obtained during the PLP process and conduct the conferences earlier in the school year.</p>
<p>English language proficiency</p> <p>\$54,121.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sandon 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"> • Other funded activities <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. <p>The allocation of this funding has resulted in: Students demonstrated growth and attainment in English, with some individual students making significant gains.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine what the program will look like in 2022 and how students will be supported.</p>
<p>Low level adjustment for disability</p> <p>\$167,631.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Sandon 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"> • Data driven practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of School Learning and Support Officers to provide targeted classroom support in Literacy and Numeracy. <p>The allocation of this funding has resulted in: Feedback and data analysis revealed the</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use Instructional leadership to provide professional learning and</p>

<p>Low level adjustment for disability</p> <p>\$167,631.94</p>	<p>support to School Learning Support Officers in classrooms to support the learning needs of identified students. School Learning Support Officers implement small group evidence based interventions within classrooms to support student growth and attainment.</p>
<p>Location</p> <p>\$1,547.00</p>	<p>The location funding allocation is provided to Sandon Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • School physical resources are kept in safe working condition to promote optimal use by students and staff. <p>The allocation of this funding has resulted in: The schools physical resources are safe for students and staff use.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the allocation of an extra day per week for the General Assistant to continue to have safe and ready physical amenities for student and staff use.</p>
<p>School support allocation (principal support)</p> <p>\$15,178.00</p>	<p>School support allocation funding is provided to support the principal at Sandon Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Extra School Administration Officer time (one day per week) to support school promotion, social media and communication. <p>The allocation of this funding has resulted in: Current, timely and relevant promotion of school activities across social media platforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this activity to expand the current online presence, promotion and communication of Sandon Public School .</p>
<p>QTSS release</p> <p>\$53,816.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sandon 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in: Regular dedicated time for working with colleagues in their teams to plan, develop and refine teaching and learning programs. Expertise and skills are shared with colleagues to enhance effective</p>

<p>QTSS release</p> <p>\$53,816.64</p>	<p>collaboration.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide time for the leadership team to identify, promote, up-skill, model and team-teach the most current evidence-based strategies, in order to build the capacity of all teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sandon Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in: Teachers using data to check and understand where their students are in their learning and to plan what to do next. Teaching decisions in English and Mathematics are based on data analysis.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to regularly dedicate time in order to using data effectively, collect meaningful data, analyse the data to monitor student learning and progress.</p>
<p>COVID ILSP</p> <p>\$272,117.58</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"> • 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/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy, focus areas including vocabulary and reading for meaning. <p>The allocation of this funding has resulted in: Students who were able to access the program for both intakes averaged an increase in reading of 8.8 levels. Whereas students who were only included in the second intake had an average increase of 2.19 levels. Of the 3 students who were unable to continue the program from semester 1 to semester 2 their initial growth was 8.3 reading levels followed in semester 2 growth of 2.66. Semester 2 growth was above the average growth for students in the second intake and shows that once provided the foundations of the program these students were able to transfer skills into the classroom.</p> <p>The three students with the highest growth increased their reading and comprehension skills by 12, 14 and 19 levels. This is a superb achievement over a year of learning!</p> <p>After evaluation, the next steps to support our students with this funding will be: Identification of students in Years 3 and 5 (2022) to participate in small group tuition to bump them up into the next NAPLAN achievement bands.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	126	134	142	123
Girls	121	117	117	97

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.8	87.3	86.6	89.6
1	91.8	86.6	89.2	88.4
2	90.3	92	84.1	90.2
3	92.2	91.1	87.6	85.4
4	92	94.2	88.5	87.6
5	85.2	93	89.5	91
6	88.7	88.5	90.6	90
All Years	90	90.4	88.1	88.8
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)	9.43
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	4.52

*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 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	547,723
Revenue	3,453,433
Appropriation	3,408,516
Sale of Goods and Services	1,739
Grants and contributions	42,437
Investment income	341
Other revenue	400
Expenses	-3,380,584
Employee related	-2,905,484
Operating expenses	-475,101
Surplus / deficit for the year	72,848
Closing Balance	620,571

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	75,841
Equity Total	527,024
Equity - Aboriginal	110,797
Equity - Socio-economic	194,475
Equity - Language	54,121
Equity - Disability	167,632
Base Total	2,245,800
Base - Per Capita	66,604
Base - Location	1,719
Base - Other	2,177,477
Other Total	327,662
Grand Total	3,176,327

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

Feedback was sought from families and students via: the Tell Them from Me survey, focus groups of students and staff feedback.

Information gathered included:

- 98% of students surveyed reported a sense of belonging to school (the students feel accepted and valued by their peers and others at school).
- 92% of students reported they had expectations of success at school.
- 78% of students reported they set challenging goals for themselves in their school work and aim to do their best.
- 72% of students reported that they know where to seek help if they are being bullied or they see someone being bullied.

Feedback was sought from staff via surveys, including

Information gathered included:

- 54% of respondents rated High rating (7-10) for "Ongoing plans for improvement are making a difference at this school".
- 92% of respondents rated between 8 -10 or " I encourage students to take risks in their learning".

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.

Aboriginal Education - School statement

Sandon Public School employs an Aboriginal School Learning Support Officer two days per week to work with class teachers to support the educational needs of Aboriginal students. This worker is also the President of the local AECG. This has enabled the school to work in partnership to achieve our goals.

The school provided professional learning to staff and Aboriginal students on goal setting for Personalised Learning Pathways, which resulted in goals that were SMART (Specific, Measurable, Achievable, Relevant and Time bound).

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.

Anti-Racism - School statement

The school continued to promote Anti-racism and had a trained Anti-Racism Contact Officer.

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.

Multicultural and anti-racism education - School Statement

Sandon Public School has approx 30 students with a multi-cultural background. The school employs an interpreter one day per week to support 12 students who speak Kurdish.

Class teachers provided a range of learning experiences to promote Harmony Day, which recognises and celebrates people from a range of cultural backgrounds.