2022 Annual Report

Sutherland North Public School

3822

Introduction

The Annual Report for 2022 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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Message from the school community

The objective of the 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 again in 2022 to achieve this despite the ongoing challenges due to COVID-19. I want to thank Mrs Young for keeping us safe and for her leadership in the constantly changing landscape. I also want to thank all the teachers for their hard work over the past couple of years - especially a difficult term 1 where half the school was missing for a few weeks. The key fundraising activities for 2022 were our regular events like the Easter raffle, Mother's & Father's Day stalls, Christmas raffle & gingerbread houses. We also had an election BBQ in May and we had a Cadbury Easter fundraiser for the first time which went really well. We held our major biannual fundraiser which was an outdoor cinema and raised over $5,000. Not only was it a great fundraiser but it was great to come together as a school community and have some fun. Exciting developments over the last year included the new playground being installed after COVID and flood delays. We celebrated with a picnic together on site in term 2. The P&C donated $20,000 towards Information Technology equipment, which allowed for the purchase of iPad's and laptops to provide much needed replacements and increase the efficiency in the classroom. We also reinstated stay and play at the end of term which was great to build our sense of community after being restricted for the past couple of years. Thank you to the 2022 office bearers for their hard work behind the scenes - treasurer Amy Bunker, Secretary Alison Cafe (for four years of service on P&C executive), and Vice Presidents Lauren Stevens and Alix Sofokleous. Thank you Lauren for continuing to coordinate the canteen. Thank you to the uniform shop team - Michelle Gibson, Vanessa Peacock and Kathleen Price. Michelle Levee for her work as auditor and scholastic book club and Cara McFarlane for fundraising. Everyone's efforts, whether officially or as a volunteer, big or small make a difference. The work of the P&C has enhanced the students' learning experience not only for current students but for generations to come - over the past couple of years, the library, the play equipment this year and the IT upgrades- will be enjoyed by thousands of students in the next decade at least.

Melissa Fowler

P&C President

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.

New playground equipment

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
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	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Professional learning: $8,823.00
QTSS release: $25,000.00
Socio-economic background: $7,220.00
Literacy and numeracy: $15,000.00
Per capita: $20,804.00
Aboriginal background: $3,886.00
English language proficiency: $25,000.00

Summary of progress

High Expectations and Assessment: Staff continued to engage 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 and collaboration to support school improvement and enhance the learning outcomes of students. Staff received support through QTSS for data entry and lessons based on Success Criteria to support assessment practices. Professional learning was incorporated based on NESA's, Consistent Teacher Judgement and outcome-based teaching and assessment which will continue into 2023 with the implementation of the K-2 new Syllabus documents.

Numeracy: Data via check in assessments over 2021 - 2022 has shown progress in the area of Numeracy with 13% of our students reaching the upper group and overall, 50% of students sit in the upper group. The COVID-19 Intensive Learning Support Program (ISLP) has been used to foster this growth in Numeracy. Teachers have identified targeted students to be supported and data has been plotted to track and monitor improvement. The COVID-19 Intensive Support Program will continue in 2023.

Next steps: The school is continuing its work on increasing the percentage of students reaching their expected growth in Reading and Numeracy, using formative assessments to inform teaching practice and continually update schedules to align with the new syllabus. An emphasis will need to be placed on the new syllabus K-6 and it's teaching and learning cycle. Sutherland North will participate in External Validation in 2023. Through the process of self-reflection and reviewing student data collections we will be able to identify and implement 'where to next' strategies with teaching and learning initiatives to continue to build student growth and attainment.

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 in the top 2 bands in NAPLAN Numeracy. Uplift required 10.4%	The 2022 NAPLAN data indicated 37% of students were in the top two skill bands (NAPLAN) for Numeracy. This indicated the school did not achieve the system negotiated target as results had remained the same. However, the focus on this target has resulted in targeted support for students not achieving stage outcomes and individual student progress under the support of COVID Intensive Support and Learning Program (ISLP). Students achieving Band 6 increased from 26% - 31% while bands 7, 8 and 9 reduced 1% from 38%-37%. Notable shifts in growth from external check in assessments show movement increasing 13% into the upper band.

Maintain current percentage of students in Top 2 bands for Reading in NAPLAN.	2022 NAPLAN data indicates 50% of students are sitting in the top two skill bands (NAPLAN) for Reading. Band skills 7 & 8 indicating the school had an uplift of 1% (above the negotiated target). The ongoing focus on this target has resulted in an increase of students achieving in bands 9 and 10, an increase from 3% to 4% in 2022.
Increase the percentage of student expected growth in **Reading** in NAPLAN. Uplift required: 3.9%	Due to the cancellation of Year 3 NAPLAN testing due to COVID 19 the school could not reflect on student growth using this data. An increased percentage of students achieving in the top two skill bands for reading, however, was noted. Individual student progress and growth was reported against the stage outcomes taught in literacy throughout the year directly reported to parents and carers.
Increase in student **expected growth** in NAPLAN Numeracy. Uplift required of 4.05%	Check in assessment tests showed a shift of 13% of students moving into the upper group of numeracy from 2021, 50% of students now are in this band. There was as an overall 6% uplift in Numeracy using Check In assessment data. The school met the negotiated target uplift of 4.05% upload for Year 5 students in 2022.
School external validation (EV) against SEF element: Assessment in :Sustaining and Growing	School External Validation (EV) scheduled for 2022 did not take place due to COVID 19. It was rescheduled for 2023. Staff have begun the process of evaluating school performance against the seven elements of the School Excellence Framework. It has been noted by executive there has been an improvement in reporting processes and training around the element of assessment.

Mathematics

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

Integration funding support: $68,100.00
Professional learning: $8,000.00
QTSS release: $22,692.00
Literacy and numeracy: $14,305.00
Per capita: $20,804.00

Summary of progress

Collaborative Practice: Year's 1 to 6 used the Soundwaves program in 2022. Kindergarten will commence using the program in 2023. This will achieve a whole school approach across K-6 teaching phonics. All grades need to do a pre and post annual assessment to gather data on effectiveness of the program. Teacher survey responses to Technology professional learning indicated 50% of the staff still felt they needed ongoing professional learning in using technology effectively in the classroom.

Explicit Teaching: Survey data indicated 100% of the staff are now using Learning Intentions in Maths and English lessons. Post data from the teacher survey on the Learning Intentions and Success Criteria (LISC) initiative showed teachers require ongoing professional learning to maintain and build their capacity to use LISC effectively in daily lessons. Student feedback and survey data also indicated staff require further professional learning to develop more effective and authentic Success Criteria (SC) with their students. Professional learning will continue to focus on using SC to generate individual goals and guide teacher planning. Survey data, teacher feedback and observations indicated all staff require further professional learning and support in using PLAN data to inform lesson planning and develop effective learning cycles.
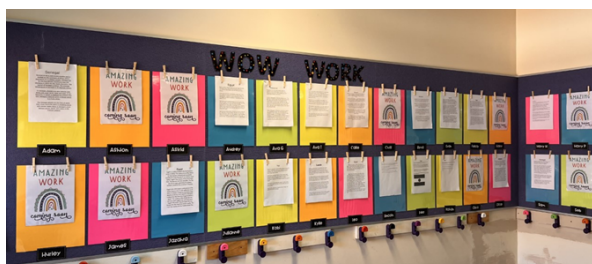
High Potential and Gifted Education: HPGE students have been identified and recorded in Sentral. A further two professional learning sessions were provided to staff on the HPGE Policy. Some measures have been put in place at SNPS to meet and challenge identified students specific needs. New student initiatives will continue to be incorporated for students to access in 2023 and beyond. Educational Walks, Team Teaching and additional Structured Observation opportunities did not take place in 2022 due to a shortage of casual teachers that were needed to release staff for the programs..

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
A structured and scheduled approach to teacher professional learning so all staff are provided with opportunities to collaborate to meet the needs of student learning outcomes.	**Collaborative Practice:** Staff indicated the implementation of daily lessons using the Soundwaves Phonics program had been successful in the classroom. Students have responded well to the activities. Teachers will continue to monitor the effectiveness of the program through data collection. Teachers have been using formative assessments to gather pre and post data. A whole school approach in teaching phonics will be attained in 2023 when Kindergarten begin using the program. Professional learning will be provided to Kindergarten teachers to support the implementation. **High Potential & Gifted Education:** HPGE students have been identified

A structured and scheduled approach to teacher professional learning so all staff are provided with opportunities to collaborate to meet the needs of student learning outcomes.	across the school. New initiatives were introduced in 2022 to provide a wider scope of opportunities to students. Some of the initiatives included the student led fun day, increased leadership opportunities and the fortnightly student podcast initiative which was very successful. This program will be expanded in 2023. Staff have engaged in two sessions of professional learning on the HPGE policy and its implementation. **Explicit Teaching:** Structured observations provided the leadership team with observational data on teachers' ability to embed LISC into their daily lessons. The data provided clear areas for teacher growth in improving teacher efficacy in using LISC authentically and confidently. Sutherland North Public School staff have developed their knowledge and understanding of best practice in the area of Learning Intentions and Success Criteria (LISC). They have improved their skills in embedding LISC into daily teaching and learning sessions, in order to improve student engagement, responsibility and achievement. Teachers engaged in a series of Professional Learning sessions (PL) on evidence-based research of the effectiveness of making learning visible. Teachers were upskilled in 2 key elements of Visible Learning; Learning Intentions & Feedback. Baseline data on teachers' use of LISC in the classroom was gathered to monitor growth in teacher efficacy and students achieving. Expectations were set that all teachers embed LISC practice in maths and English lessons. SNPS created LISC visuals to be used in all classrooms so there was a consistent approach. Stage meetings and regular sharing of LISC practice during PL drove the initiative and kept teachers inspired and supported. Structured Observations and Student Focus Group feedback provided valuable information on the weakness and strengths of the initiative. Evaluation of post data will inform our future targets. We already know that continued PL on LISC and providing effective feedback is integral to maintaining a successful roll out of this initiative. The development of more effective and measurable criteria will be continued in 2023 for the staff to enhance teachers capacity to identify the positive effects of using LISC on student achievement.
Teachers review student assessment data and compare result from external assessments with internal measures to build consistent and comparable judgement of student learning.	**Learning Cycles / Use of PLAN 2 Data to Assess and Plan:** Staff indicated they felt overwhelmed by the amount of time that was needed to input PLAN 2 data. They also felt more time and support was needed to unpack the syllabus outcomes and indicators for more clarity. Staff requested further professional learning, guidance and support to use PLAN data authentically, this was continued in fortnightly stage meetings. The effective triangulation of data to inform decisions on student learning was also a focus within stage meetings. This led to moderated assessment tasks being developed across each stage. Professional dialogue during whole school and stage meetings focused on assessment tasks, agreed expectations for grades and success criteria. Professional learning was provided to teachers on Consistent Teacher Judgement when looking at student achievement.
Opportunities for educational walks which allow teachers to observe quality teaching in practice.	**Technology:** Staff survey results indicated only a small number of staff felt very confident when using information technology devices including robotics. Targeted professional learning and training for teachers in each stage was provided in the relevant ICT programs. This will continue in 2023.

Students display their work on the 'Wow Wall'

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: $8,000.00
English language proficiency: $18,562.00
Low level adjustment for disability: $91,982.00
Per capita: $20,804.00

Summary of progress

Attendance: Frequent attendance information was provided to the community through the school newsletter and School-stream. Information attendance posters were displayed across the school. Absence note reminders in line with the attendance policy were issued to parents by 75% teachers on a regular basis. The aim for 2023 is to have 100% of staff issuing reminder notes consistently. The Home School Liaison Officer attendance intervention program was instigated and monitored through Sentral. With the support of the HSLO program, the school and support services working together one student with a history of chronic absenteeism showed their attendance had improved 51.4% throughout the year, from 30.6% attendance in Term 1 to 82% in Term 4. Liaising with family support networks to improve student attendance was also a focus for 2022.

Mindfulness: Mindfulness practices continued throughout the year within classrooms on a daily basis. Teachers moved away from formal lessons to regular informal mindfulness practices. Mindfulness literature was purchased for staff resources. Further mindfulness staff training will be sought in 2023.

Wellbeing: The Wellbeing book system moved online during 2022. The recording and monitoring of negative behaviours through Sentral has improved information sharing of student profiles across the staff. The Bounce Back program was introduced across the school in 2022. A scope and sequence of lessons were developed by teachers and implemented across K-6. Wellbeing still remains an area that has been identified as requiring an explicit and ongoing teaching approach to support student learning outcomes. Bounce back lessons will be developed early next year, 2023, to align with those designed in 2022 . Wellbeing phone calls are now recorded in Sentral as a regular practice by executive and teaching staff. This system provides data that is assessed by executive to monitor the effectiveness of the schools home, school communication processes and procedures.

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 student's attending over 90% of the time. Uplift required 2.35%	**Attendance:** Base line student attendance data was taken in semester 1 and sat at 91%. In semester 2 the data taken indicated there has been an uplift in students attending on a regular basis of .6% equaling 91.6%. Attendance monitoring, procedures and practices will continue to be a priority in 2023 . This will be supported by the new School Behaviour and Support Management Plan. The Home School Liaison Officer program has been engaged successfully for targeted students and has a positive effect in student attendance rates. Data indicates 75% of classroom teachers are consistently implementing procedures regarding unexplained absences as required by the Student Attendance Policy. As a result attendance has been prioritised weekly in learning and support meetings and monitored to

Increase the percentage of student's attending over 90% of the time. Uplift required 2.35%	identify attendance concerns for early intervention and ensure all staff are following correct procedures.
Consistency of behaviour management, Positive Behaviour for Learning practices and data collections.	**PBL:** Feedback from students identified the need to review the signage around the school to reduce confusion around which stage had ownership of playground areas throughout the week. Rosters were printed on a larger scale and were placed around the school in areas that would be more visible to the students and staff. Students now volunteer to referee soccer games, two additional soccer fields were installed along with to meet the demands of the number students wanting to play soccer at recess and lunch. A visual power-point presentation of expected playground behaviours was introduced and shown to students at the beginning of each term. This combination of initiatives has led to reduced behaviour problems in the playground.
All teachers are using a planned and scheduled approach to identify and guide student learning and wellbeing needs.	**Wellbeing:** The Bounce Back program has been structured to operate on odd and even years. The program will be implemented according to this cycle followed by the odd cycle in 2023. The Mindfulness program was able to continue across the school. Teachers found the 5 minute sessions more productive rather than the full lesson. Students requested mindfulness on days that it didn't occur. Alternative activities were provided for students who did not want to participate. Data showed fewer negative student behaviours during term 4 than earlier in the year. **Student Representative Council:** 2022 was a very productive year for the SRC. Many of their suggestions were taken onboard to improve SNPS playground areas, systems and processes. They raised over $650 in fundraising and contributed to the designs in the new playground.
External Validation Process; evaluate sustaining and growing or excelling.	External Validation was moved from 2022 to 2023. This will be reported next year.

Funding sources	Impact achieved this year
Integration funding support $68,100.00	Integration funding support (IFS) allocations support eligible students at Sutherland North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs. • release for teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's IEPs'. **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** To continue to improve the process of effective identification of IEP goals in consultation with families and articulate the level of support and monitoring of student progress each term.
Socio-economic background $15,220.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Attendance **Overview of activities partially or fully funded with this equity loading include:** • Resources purchased to increase the of resources and services for students. • employment of additional learning support teachers to support targeted students to access learning programs. • staff release to engage in professional learning in literacy and numeracy delivery. **The allocation of this funding has resulted in the following impact:** 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 **After evaluation, the next steps to support our students 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. A new School Behaviour Support and Behaviour Management Policy will be developed in 2023. It will be implemented at the end of Term 2 2023.
Aboriginal background $3,886.00	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

Aboriginal background $3,886.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment **Overview of activities partially or fully funded with this equity loading include:** • Creation of school literacy resources embedding local language. • staffing release to support the development and implementation of Personalised Learning Plans. • employment of additional SLSO to work with students on goal achievement identified through their PLP. **The allocation of this funding has resulted in the following impact:** 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 partially in place, NAIDOC week was able to be celebrated with the community onsite. Parents and carers enjoyed the opportunity to participate in a range of Aboriginal Art activities and view student works. **After evaluation, the next steps to support our students will be:** In consultation with the local AECG to work with students and staff to develop a school Acknowledgement of Country. Additional flag poles are being installed in response to student feedback in the playground to incorporate the Aboriginal and Torres Straight Islander flags.
English language proficiency $43,562.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Sutherland North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance • Assessment **Overview of activities partially or fully funded with this equity loading include:** • Stage teams regularly engage in valid teacher discussions on student assessment, student attainment, growth and wellbeing. • withdrawal lessons for small group (developing) and individual (emerging) support. • professional learning for teachers in EAL/D levelling procedures and practices. • engagement of a specialist EAL/D teacher to model EAL/D strategies to improve teacher practice in the classroom. **The allocation of this funding has resulted in the following impact:** 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 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. **After evaluation, the next steps to support our students will be:** to continue ongoing assessment and tracking to ensure students language and cultural demands are identified across the curriculum and future programs are informed by the data collected.across the curriculum.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Sutherland North Public School in mainstream classes who have

$91,982.00	a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Mindfulness **Overview of activities partially or fully funded with this equity loading include:** • small group withdrawal for students in numeracy. **The allocation of this funding has resulted in the following impact:** 100% of students in targeted learning support groups have made positive growth with many students moving beyond **After evaluation, the next steps to support our students 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. School Learning Support Officers will be allocated to support targeted students in the playground to increase their successful participation in a less structured environment.
Professional learning $16,823.00	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 Sutherland North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Collaborative Practice **Overview of activities partially or fully funded with this initiative funding include:** • engaged a specialist teacher to unpack evidence based approaches to teaching writing and explore modeled, interactive, guided and independent writing. • Professional learning in formative assessment. This included effective use of learning intentions and success criteria. • Peer observations and effective feedback. • Professional learning provided by NESA, Supporting the consistency of Teacher Judgement and developing quality assessment practice in classrooms. **The allocation of this funding has resulted in the following impact:** Enabled teachers to reflect upon their own school practices. Teachers reviewed the way they previously allocated grades in student reports. This has resulted in a change of practice with assessment practices. Scope and sequence frameworks were also prioritised for review and updating to align with the new curriculum before classroom programs are established. **After evaluation, the next steps to support our students will be:** Evaluation of school scope and sequences and units of work being implemented in 2023 will occur as part of reflective QTSS sessions and stage planning days next year. Further exploration of specific outcomes and content in English and Maths and how to assess these and make consistent judgments on student learning will be an area of focus in 2023.
Literacy and numeracy $29,305.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Literacy and numeracy $29,305.00	• High Expectations • Collaborative Practice **Overview of activities partially or fully funded with this initiative funding include:** • Online program subscriptions to support literacy and numeracy • Super six comprehension strategies whole school professional learning. • Staff engaged in resources and professional learning from the Literacy Hub documents and the areas to improve reading in Understanding texts, spelling and understanding vocabulary. • Ongoing professional learning and modelling best practice in Number Talks. • Targeted student intervention groups identified through assessment data. **The allocation of this funding has resulted in the following impact:** This has resulted in improved teaching and learning programs, utilising quality resources to support evidence based approaches to reading, writing and numeracy. **After evaluation, the next steps to support our students will be:** Continue to build professional capacity to effectively analyse assessment data to guide teacher learning programs. In 2023 the APC&I position will be used to evaluate school scope and sequences and units of work being implementing. This will also occur as part of reflective QTSS sessions and stage planning days next year. Further exploration of specific outcomes and content in English and Maths and how to assess these and make consistent judgments on student learning will be an area of focus in 2023.
QTSS release $47,692.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sutherland North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Collaborative Practice **Overview of activities partially or fully funded with this initiative funding include:** • Implementation of instructional rounds to strengthen quality teaching practices. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** 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. 100% of staff achieved their PDP goals and participated in observation and feedback conversations. Staff collaboration and sharing of classroom practice and teaching strategies was embedded resulting in consistency of practice in stage and staff meetings. Staff felt the observations and focus on collaboration has kept them focused on the targeted areas. **After evaluation, the next steps to support our students will be:** Strengthen HPGE opportunities within teaching and learning programs. and build teacher capacity focused on evidence based teaching practices to

QTSS release $47,692.00	support creative development across all domains. Staff This will continue into 2023 with a focus on Success Criteria and effective feedback. Funding will also support and up-skill middle career teachers, mentor and develop skills to support others.
COVID ILSP $57,039.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • One part time teacher delivered small group tuition over a three-day period during terms 1 to 4. All tuition was linked to stage scope and sequences. • Stage 1 receive 90 minutes of tailored numeracy (Additive Strategies and Quantifying Numbers) support three times a week. This was used for small group withdrawal targeting 4 groups of 4-5 students. • Stage 2 (3 groups of 4-5 students from 3 classes) received tailored numeracy (Additive and Place Value Strategies) support three times a week for 90 minutes. • Stage 3 (2 groups of 10) received tailored numeracy (Additive and Place Value Strategies) support twice a week for 60 minutes during terms 1 and 2. A separate group of 10 students was targeted for focus on decimals, percentages, and fractions during term 3. Another group of 9 students received support for place value and additive strategies during term 4. • Assessment data entered in PLAN 2. Re-plotted data to analyse student growth and identify concerns or trends. • Evaluated the implementation of the program and impact on student progress and documented in SPaRO as part of the Strategic Improvement Plan. • Analysed external data for consistency (NAPLAN) and conducted a whole school analysis for 2023. **The allocation of this funding has resulted in the following impact:** The situational analysis identified students who require support through the schools learning and support processes. The Check-In assessment and SENA data confirmed student identification for COVID ILSP. The ILSP teacher worked with teachers using data to monitor and assess student progress and achievement and design future learning on group and/or individual levels. Analysis of the data showed that the small group tuition has been implemented well in numeracy for all stages. Academic: 0% of year 1 students have progressed from always working in AdS2 to 90% of students sometimes achieving AdS5 indicators and 50% always achieving Ads3 indicators. 63% of year 1 students were achieving Qun4 indicators and have progressed to 81.8% of those students always achieving Qun6 indicators. 4.5% of year 2 students were always achieving Qun6 indicators and have progressed to 63% of those students always achieving Qun8 indicators with a further 40.6% sometimes working in Qun9. There has been a 60% increase of year 2 students always achieving Ads6 indicators and 45% of those students sometimes working in Ads7. 25.6% of stage 2 students had achieved Qun8 outcomes and progressed to 60.5% always achieving Qun9 indicators. 60.5% of those students were also sometimes working in Qun9. There was a 71% increase in targeted stage 2 students always achieving Ads6 indicators. 76% of those students were also sometimes achieving Ads7 indicators.

COVID ILSP $57,039.00	At the beginning of the year 100% of year 4 students had not demonstrated their ability to achieve Qun10 indicators. At the end of term 4 100% of students had met their goal of always (62%) or sometimes (37.4%) working in Qun10 and an addition 17% sometimes achieving Qun11 indicators. 100% of these students progressed to always achieving Ads6 indicators and 66.6% sometimes achieving Ads7 indicators. Stage 3 were targeted with the same groups in semester 1 and different groups for term 3 and again for term 4. 47.5% of the semester 1 group were always achieving Qun9 indicators and progressed to 67.5% of the group always achieving Qun10 goals by the end of term 2. 46.6% of the group were successfully working in Ads7 compared to 0% at the beginning of the term and 72% of students were sometimes achieving Ads8 indicators at the end of term 2. The year 5 students targeted in term 3 had a focus on decimals, percentages and fractions. Pre and post assessment demonstrated a significant growth in all areas with 100% of students always or sometimes achieving Qun10 indicators. The stage 3 group targeted in term 4 were all achieving Qun10 indicators for decimals and a further 72% always achieving Qun11 indicators. These students are able to apply their new skills in numeracy within the small group tuition setting and classrooms. Numeracy progression indicators in PLAN2 have been changed to indicate 'always' and 'sometimes' for these **After evaluation, the next steps to support our students will be:** Continue implementation of literacy and numeracy tuition for 2023. Plan for frequent analysis of student assessment and recording of data on PLAN 2 at the end of each term and build in time for this information to be shared between COVID ILSP Coordinator and class teachers. Use data to identify students not yet meeting their stage outcomes specifically those moving from early stage one to stage one for 2023. Through discussion with staff and executive identify how support will be given in 2023 and which groups of students will be targeted. Set clear goals that are communicated between the COVID educator, classroom teacher and parents and carers. Ensure the student can view these and provide opportunities to demonstrate their development. These will be recorded formally for semester one and two reports. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into 2023. Evaluate impact on teaching and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	128	127	122	124
Girls	124	131	125	122

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.7	95.3	90.5
1	96.9	92.2	94.2	90.0
2	95.6	89.5	94.3	91.1
3	95.9	91.5	95.2	91.0
4	93.4	90.1	94.4	88.6
5	94.0	93.9	93.1	89.7
6	95.1	91.0	93.8	91.4
All Years	95.2	91.8	94.3	90.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	2.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	351,746
Revenue	2,774,458
Appropriation	2,589,035
Sale of Goods and Services	520
Grants and contributions	180,244
Investment income	4,659
Expenses	-2,656,985
Employee related	-2,271,300
Operating expenses	-385,685
Surplus / deficit for the year	117,472
Closing Balance	469,219

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	69,798
Equity Total	154,258
Equity - Aboriginal	3,886
Equity - Socio-economic	15,220
Equity - Language	43,562
Equity - Disability	91,589
Base Total	2,001,232
Base - Per Capita	62,412
Base - Location	0
Base - Other	1,938,821
Other Total	114,678
Grand Total	2,339,967

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

Parent/caregiver Survey

Throughout 2022 students, staff, parents and guardians were invited to share their opinions about Sutherland North Public School through the Tell Them From Me Survey (TTFM). The school worked with the community to readjust to life following a global pandemic. Evidence shows that staff, students and community are positive about the educational and wellbeing opportunities provided at Sutherland North Public School.

Student Survey

The results from the TTFM survey for students in Years 4 to 6 indicated that there was a reduction in the amount of students who reported bullying from March 2022 to October 2022. Students have reported an increase in having friends at school that they feel they can trust and who encourage them to make positive choices compared to 2021. Other areas of strength in the October survey were positive teacher-student relationships, advocacy at school and effective learning time. Areas to continue to develop in 2023 are students participating in extra-curricular activities, homework behaviours and effective learning time, including feedback and explicit teaching practices.

Teacher Survey

The results of the 2022 TTFM survey for teachers reported at above state norms in all areas. Teachers reported they were well supported by the leadership team, that the school is an inclusive school and that they are part of a collaborative teaching environment. The results of the 2022 TTFM survey for parents reported that most parents/guardians agree that the physical environment is welcoming, that school is a safe environment and positive behaviour is supported. Areas for development in 2023 is communication as parents/guardians reported a decline in feeling informed from 2021 to 2022.

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.